

CALIFORNIA HEALTHY KIDS SURVEY



San Diego Unified Secondary 2016-2017 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For contract information, contact:

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PREFACE

HYPERLINK FEATURE

The digital version of this report has been hyperlinked. Click on the title of a section or a table in the List of Tables and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results for each question from this school/district's 2016–17 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

The CHKS, along with its two companion surveys—*California School Staff Survey* (CSSS) for staff and the *California School Parent Survey* (CSPS)—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys (Cal-SCHLS) System*, the largest, most comprehensive effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by Cal-SCHLS.

These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments for students, staff, and parents; and ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the survey website—chks.wested.org—including **Helpful Resources for Local Control and Accountability Plans** (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf). The California Safe and Supportive Schools website also provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The Cal-SCHLS Technical Assistance Center offers workshops to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

THE SURVEY

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data that would assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts, improve academic performance, and develop effective prevention, health, and youth development programs.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

As outlined in Exhibit 1, the Core Module consists of key questions, identified by an expert advisory committee, that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, college and career readiness, positive development, and well-being. The great majority of the questions are school-specific, including the following indicators:

- Student grades, truancy, reasons for missing school, academic motivation, and school connectedness, as indicators of engagement;
- The levels of students' three fundamental developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- Perceived safety and the frequency and type of harassment and bullying at school; and
- Levels of violence, substance use, and crime-related behavior (e.g., weapons possession) at school.

Supplementary School Climate Module

To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is available. It provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention and positive peer relationships, respect for diversity, and the quality of the physical environment (download from chks.wested.org/administer/download/supplemental/#clim). A companion Learning Conditions module can be added to the staff survey to compare their perceptions on the same constructs.

Supplementary Social Emotional Health Module (SEHM)

The SEHM greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional capacities linked to student mental health and well-being, academic success, and college and career readiness. It includes 46 items that capture the totality of core adolescent psychological assets.

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Each student's participation was voluntary, anonymous, and confidential. Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).

THE REPORT

The tables in the Main Report, organized by topic, provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the percentages of youth who responded negatively (did not engage in the behavior).

Racial/Ethnic and Gender Results

The demographic questions on the CHKS help districts meet the LCAP requirement to identify and address variations in state priorities among significant student subgroups, including differences by race/ethnicity, gender, socioeconomic status; homeless, migrant, and foster youth; and English language learners. In this report, summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender. Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity or gender of students or by other demographic categories.

UNDERSTANDING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results, such as changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Guidebook to Data Use and Dissemination* (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).

Sample Characteristics

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

RESOURCES

The CHKS and Cal-SCHLS websites contain guidebooks and other tools for using and understanding survey results, including factsheets that show how data variables are related and offer suggestions for how data can be analyzed at the local level.

CDE's California Safe and Supportive Schools website (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing Cal-SCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

The School Climate Connection Newsletter provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the Cal-SCHLS survey items that relate to school climate (download californias3.wested.org/resources/S3_school_climateguidebook_final.pdf)

Helpful Resources for Local Control and Accountability Plans (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation (chks.wested.org/training-support/workshops-presentations).

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process. The results of this student survey should be compared to those obtained from the Cal-SCHLS surveys of school staff and parents. It is important to determine how consistent are student, staff, and parent perceptions and experiences.

CHKS results will also be enriched if analyzed in the context of other data typically collected by schools that relate to the variables assessed, such as discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

The following custom services (additional fees apply) are available through the Cal-SCHLS TA Center to help in fostering effective use of the results to support school and program improvement efforts and the LCAP process.

Request School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies). Two types of reports are available:

- A full report with all the survey results.
- A short, user-friendly, graphic **School Climate Report Card** that provides results across eight domains of school climate and provides an overall **School Climate Index** score based on those domains. (View a sample report: visit californias3.wested.org/resources/California_State_SCRC_1314.pdf).

Request District School Climate Report Card

For districts that survey all their schools, a district-level School Climate Report Card can be requested. This is a powerful, useful tool for guiding efforts to meet the school climate and pupil engagement priorities for the Local Control and Accountability Plan.

Request Disaggregated Reports

The staff of the Regional TA Centers can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity as discussed above, or by youth who are low in academic motivation compared those who are high). This is particularly important given the LCAP requirement that districts identify and address the needs of underserved subgroups.

Conduct Additional Analyses of Dataset

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of student and across schools within a district. You can also request an analysis by subgroups as a custom service.

Add Questions to Your Next Surveys

Determine what additional information is needed from students to guide school improvement efforts and add questions to your next CHKS or CSSS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

Engage Students, Staff, and Parents in an Action Planning Process

Engage students, staff, and parents in reviewing and exploring the meaning of the results and obtain their input into how the school might better meet the identified needs and into the development of a detailed action plan. This communicates to stakeholders that you value their input into how to improve the school and gives them an opportunity for meaningful participation. This helps enhance pupil engagement and parent involvement, two LCAP priorities. It will also promote higher rates of participation the next time the survey is administered, as stakeholders will see how the data has been used for positive purposes.

On request, Cal-SCHLS staff can conduct a structured *Listening to Students Workshop* designed to explore with students, as staff observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey. Cal-SCHLS staff also can conduct a Data Use Action Planning Workshop designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your Cal-SCHLS Technical Assistance Center (call 888.841.7536 or email schoolclimate@wested.org). See also: californias3.wested.org/training-support/workshops.

Exhibit 1***Major School-related Domains and Constructs Assessed by Cal-SCHLS***

	Student Core Module	Student School Climate Module	Staff Survey	Parent Survey
School connectedness	✓			
Student learning engagement and motivation	✓	✓	✓	✓
Student performance (grades)	✓			
Attendance (truancy, reasons for absence)	✓		✓	
Academic mindset		✓		
Academic rigor and norms–high expectations	✓	✓	✓	✓
College and career readiness		✓		✓
Teacher and other supports for learning	✓	✓	✓	✓
Relationships between students and staff	✓		✓	✓
Relationships among students	✓	✓	✓	✓
Relationships among staff			✓	
Parent involvement	✓		✓	✓
Meaningful participation and decision-making	✓		✓	✓
Staff supports			✓	
Perceived safety	✓		✓	✓
Discipline and order (policies, enforcement)		✓	✓	✓
Violence and victimization (bullying)	✓	✓	✓	✓
Alcohol, tobacco, and drug use	✓		✓	✓
Services and policies to address student needs			✓	
Student social-emotional competencies and health	✓		✓	
Social-emotional and behavioral supports		✓	✓	✓
Respect for diversity and cultural sensitivity	✓	✓	✓	✓
Quality of physical environment	✓	✓	✓	✓

ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at chks.wested.org.

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Survey Module Administration

Table 1
CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	X
C. Building Healthy Communities (BHC) Module	X
D. Cal-Well Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	
H. Gang Risk Awareness Module	
I. Gender & Sex-Based Harassment Module	X
J. Military Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	X
O. Sexual Behavior Module	
P. Social Emotional Health Module	
Q. Tobacco Module	
Z. Custom Questions	X

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	7,189	8,559	6,473	454
Final number	6,113	4,831	3,998	280
Average Response Rate	85%	56%	62%	62%

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness (high)	50	44	47	48	A4.5
Academic motivation (high)	37	32	28	26	A4.5
Truant more than a few times [†]	4	6	11	19	A4.2
Caring adult relationships (high)	32	27	35	35	A4.4
High expectations (high)	50	39	43	44	A4.4
Meaningful participation (high)	14	11	15	11	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	61	55	63	61	A5.1
Experienced any harassment or bullying [†]	43	33	26	18	A5.2
Had mean rumors or lies spread about you [†]	46	33	27	24	A5.3
Been afraid of being beaten up [†]	22	14	6	9	A5.4
Been in a physical fight [†]	15	9	5	12	A5.4
Seen a weapon on campus [†]	18	13	7	14	A5.6
Been drunk or “high” on drugs at school, ever	2	8	11	26	A6.10
Mental and Physical Health					
Current alcohol or drug use [‡]	8	18	26	42	A6.4
Current binge drinking [‡]	1	5	9	19	A6.4
Very drunk or “high” 7 or more times	1	7	14	32	A6.6
Current cigarette smoking [‡]	1	2	3	10	A7.3
Current electronic cigarette use [‡]	3	7	8	14	A7.3
Experienced chronic sadness/hopelessness [†]	29	31	31	33	A8.4
Considered suicide [†]	na	16	14	14	A8.5

Notes: Cells are empty if there are less than 10 respondents.

[†]Past 12 months; [‡]Past 30 days; na—Not asked of middle school students.

3. Demographics

Table A3.1

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	50	50	49	56
Female	50	50	51	44

Question HS/MS A.3: What is your sex?

Notes: Cells are empty if there are less than 10 respondents.

Table A3.2

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	58	54	59	26
Yes	42	46	41	74

Question HS/MS A.5: Are you of Hispanic or Latino origin?

Notes: Cells are empty if there are less than 10 respondents.

Table A3.3

Race

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	2	2	1	4
Asian	15	14	19	5
Black or African American	6	7	7	10
Native Hawaiian or Pacific Islander	2	2	2	3
White	26	33	39	21
Mixed (two or more) races	49	42	31	56

Question HS/MS A.6: What is your race?

Notes: Cells are empty if there are less than 10 respondents.

Table A3.4
Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parents or guardian	88	93	94	84
Other relative's home	2	1	1	4
A home with more than one family	5	3	2	4
Friend's home	0	0	0	1
Foster home, group care, or waiting placement	0	0	0	3
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0	0
Other living arrangement	5	2	1	2

Question HS/MS A.8: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.

Notes: Cells are empty if there are less than 10 respondents.

Table A3.5
Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	8	13	15	35
Graduated from high school	10	14	15	20
Attended college but did not complete four-year degree	9	11	13	13
Graduated from college	45	47	47	14
Don't know	28	15	9	17

Question HS/MS A.9: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)

Notes: Cells are empty if there are less than 10 respondents.

Table A3.6
Free or Reduced Price Meals Eligibility

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	35	39	44	5
Yes	47	47	49	80
Don't know	18	14	6	14

Question HS/MS A.10: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.)

Note: Cells are empty if there are less than 10 respondents.

Table A3.7
Participation in Migrant Education Program, Past 3 Years

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	68	79	90	79
Yes	1	2	1	1
Don't know	31	19	9	20

Question HS/MS A.11: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?

Note: Cells are empty if there are less than 10 respondents.

Table A3.8
Language Spoken at Home

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	62	62	65	47
Spanish	25	26	22	47
Mandarin	0	0	0	0
Cantonese	0	0	0	0
Taiwanese	0	0	0	0
Tagalog	3	2	2	1
Vietnamese	3	4	5	1
Korean	0	0	0	0
Other	6	5	5	3

Question HS/MS A.12: What language is spoken most of the time in your home?

Note: Cells are empty if there are less than 10 respondents.

Table A3.9
English Language Proficiency – All Students

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
English Language Proficiency				
<i>Average Scale Score</i>	3.76	3.80	3.84	3.77
How well do you...				
understand English?				
Very well	87	89	91	88
Well	12	10	8	11
Not well	1	1	1	0
Not at all	0	0	0	0
speak English?				
Very well	80	84	87	81
Well	18	14	11	16
Not well	2	2	1	2
Not at all	0	0	0	1
read English?				
Very well	77	82	85	79
Well	20	16	13	18
Not well	3	2	1	3
Not at all	0	0	0	0
write English?				
Very well	73	77	82	71
Well	23	19	16	27
Not well	4	3	2	2
Not at all	0	0	0	0
English Language Proficiency Status				
Proficient	75	80	84	77
Not proficient	25	20	16	23

Question HS/MS A.13-16: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

Notes: Cells are empty if there are less than 10 respondents.

Table A3.10***English Language Proficiency – Students Speaking a Language Other Than English at Home***

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
English Language Proficiency				
<i>Average Scale Score</i>	3.57	3.66	3.70	3.72
How well do you...				
understand English?				
Very well	75	80	82	84
Well	23	18	17	15
Not well	2	2	1	1
Not at all	1	1	1	0
speak English?				
Very well	63	70	74	77
Well	31	25	22	21
Not well	5	4	3	1
Not at all	1	1	0	1
read English?				
Very well	59	71	72	73
Well	33	24	25	23
Not well	7	4	3	4
Not at all	0	1	1	1
write English?				
Very well	56	64	66	64
Well	36	30	29	33
Not well	7	5	4	3
Not at all	1	0	1	0
English Language Proficiency Status				
Proficient	57	68	70	72
Not proficient	43	32	30	28

Question HS/MS A.12-16: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

Notes: Cells are empty if there are less than 10 respondents.

Table A3.11***Number of Days Attending Afterschool Program***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	73	66	67	65
1 day	6	8	7	13
2 days	5	6	8	11
3 days	3	5	5	3
4 days	2	3	3	2
5 days	11	11	9	6

Question HS/MS A.17: How many days a week do you usually go to your school's afterschool program?

Notes: Cells are empty if there are less than 10 respondents.

Table A3.12***Military Connections***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	86	88	92	91
Yes	10	9	7	7
Don't know	4	3	2	2

Question HS A.117/MS A.107: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

Notes: Cells are empty if there are less than 10 respondents.

Table A3.13***Sexual Orientation and Gender Identification***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heterosexual (straight)	77	82	82	82
Gay or Lesbian	2	4	4	4
Bisexual	6	9	9	9
Transgender	1	2	2	3
Not sure	11	8	6	4
Decline to respond	11	7	7	9

Question HS A.118/MS A.108: Which of the following best describes you? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

4. School Performance, Supports, and Engagements

Table A4.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	25	25	27	9
A's and B's	31	32	33	20
Mostly B's	7	7	10	10
B's and C's	20	18	18	24
Mostly C's	4	5	5	12
C's and D's	8	8	5	14
Mostly D's	1	1	1	3
Mostly F's	3	3	1	8

Question HS/MS A.18: During the past 12 months, how would you describe the grades you mostly received in school?

Notes: Cells are empty if there are less than 10 respondents.

Table A4.2

Truancy, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	69	68	59	44
1-2 times	14	14	16	17
A few times	13	12	15	20
Once a month	2	2	4	3
Once a week	1	1	3	3
More than once a week	1	3	4	12

Question HS/MS A.19: During the past 12 months, about how many times did you skip school or cut classes?

Notes: Cells are empty if there are less than 10 respondents.

Table A4.3
Reasons for Absence, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I didn't miss any school	37	35	29	29
Illness (feeling physically sick), including problems with breathing or your teeth	49	53	57	50
Felt very sad, hopeless, anxious, stressed, or angry	8	11	16	17
Didn't get enough sleep	11	16	23	27
Didn't feel safe at school	2	3	3	2
Had to work	1	1	2	6
Had to take care of or help a family member or friend	7	6	6	15
Wanted to spend time with friends who don't go to your school	1	2	2	6
Wanted to use alcohol or drugs	1	2	2	6
Were behind in schoolwork or weren't prepared for a test or class assignment	4	9	18	7
Were bored with or uninterested in school	3	6	10	11
Were suspended	2	2	1	3
Other reason	18	13	12	13

Question HS/MS A.20: In the past 30 days, did you miss school for any of the following reasons? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for “mark all that apply” items.

Table A4.4***School Environment Scales***

	Grade 7	Grade 9	Grade 11	NT	Table
Total school supports					
<i>Average Scale Score</i>	2.68	2.57	2.71	2.68	
High (%)	32	25	33	29	
Moderate (%)	53	55	51	58	
Low (%)	16	20	16	14	
Caring adults in school					
<i>Average Scale Score</i>	2.75	2.67	2.86	2.89	A4.6
High (%)	32	27	35	35	
Moderate (%)	53	56	54	55	
Low (%)	14	16	11	10	
High expectations-adults in school					
<i>Average Scale Score</i>	3.08	2.93	3.03	3.08	A4.7
High (%)	50	39	43	44	
Moderate (%)	42	50	50	49	
Low (%)	8	11	8	7	
Meaningful participation at school					
<i>Average Scale Score</i>	2.21	2.11	2.25	2.07	A4.8
High (%)	14	11	15	11	
Moderate (%)	50	50	49	46	
Low (%)	36	40	36	43	

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A4.5***School Connectedness, Parent Involvement, and Academic Motivation Scales***

	Grade 7	Grade 9	Grade 11	NT	Table
School Connectedness					
Average Scale Score	3.64	3.51	3.54	3.49	A4.9
High (%)	50	44	47	48	
Moderate (%)	41	44	43	40	
Low (%)	9	11	10	12	
Parent Involvement in School					
Average Scale Score	3.58	3.26	3.23	3.48	A4.10
High (%)	40	26	26	35	
Moderate (%)	44	48	47	49	
Low (%)	15	26	27	16	
Academic Motivation					
Average Scale Score	4.02	3.90	3.88	3.89	A4.11
High (%)	37	32	28	26	
Moderate (%)	44	44	47	54	
Low (%)	19	25	25	20	

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A4.6
Caring Relationships Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Caring adults in school				
<i>Average Scale Score</i>	2.75	2.67	2.86	2.89
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>				
Not at all true	12	13	8	11
A little true	32	33	28	23
Pretty much true	33	33	35	41
Very much true	23	21	29	24
<i>who notices when I'm not there.</i>				
Not at all true	15	16	11	6
A little true	28	29	28	23
Pretty much true	31	32	34	43
Very much true	26	22	28	28
<i>who listens to me when I have something to say.</i>				
Not at all true	10	11	8	9
A little true	24	26	24	19
Pretty much true	33	36	36	40
Very much true	33	27	33	33

Question HS/MS A.34, 36, 38: At my school, there is a teacher or some other adult... who really cares about me... who notices when I am not there... who listens to me when I have something to say.

Notes: Cells are empty if there are less than 10 respondents.

Table A4.7
High Expectations Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
High expectations-adults in school				
<i>Average Scale Score</i>	3.08	2.93	3.03	3.08
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>				
Not at all true	8	10	7	6
A little true	22	25	24	18
Pretty much true	37	38	37	43
Very much true	33	27	32	33
who always wants me to do my best.				
Not at all true	5	7	5	6
A little true	14	20	19	15
Pretty much true	32	36	36	41
Very much true	49	38	40	39
who believes that I will be a success.				
Not at all true	9	10	7	8
A little true	19	23	21	15
Pretty much true	31	33	35	37
Very much true	41	34	37	40

Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

Notes: Cells are empty if there are less than 10 respondents.

Table A4.8***Meaningful Participation Scale Questions***

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Meaningful participation at school				
<i>Average Scale Score</i>	2.21	2.11	2.25	2.07
<i>At school...</i>				
I do interesting activities.				
Not at all true	17	19	18	26
A little true	33	33	30	39
Pretty much true	29	28	29	20
Very much true	21	20	24	14
I help decide things like class activities or rules.				
Not at all true	46	48	43	43
A little true	29	30	28	32
Pretty much true	16	15	18	17
Very much true	9	7	11	9
I do things that make a difference.				
Not at all true	28	34	29	34
A little true	36	37	35	36
Pretty much true	22	20	22	19
Very much true	14	9	14	12

Question HS/MS A.40-42: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference.

Notes: Cells are empty if there are less than 10 respondents.

Table A4.9
School Connectedness Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
School Connectedness				
<i>Average Scale Score</i>	3.64	3.51	3.54	3.49
I feel close to people at this school.				
Strongly disagree	3	5	5	10
Disagree	6	8	9	9
Neither disagree nor agree	22	23	24	43
Agree	44	43	40	29
Strongly agree	25	22	22	9
I am happy to be at this school.				
Strongly disagree	6	7	7	10
Disagree	7	9	9	7
Neither disagree nor agree	24	28	29	22
Agree	39	38	38	44
Strongly agree	24	18	16	16
I feel like I am part of this school.				
Strongly disagree	6	7	7	9
Disagree	10	11	11	7
Neither disagree nor agree	27	33	31	33
Agree	38	35	37	39
Strongly agree	20	14	14	12
The teachers at this school treat students fairly.				
Strongly disagree	7	6	5	6
Disagree	12	12	11	6
Neither disagree nor agree	27	30	28	19
Agree	36	40	43	47
Strongly agree	18	12	14	22
I feel safe in my school.				
Strongly disagree	5	5	3	5
Disagree	9	7	6	4
Neither disagree nor agree	24	29	27	24
Agree	40	43	46	48
Strongly agree	23	16	18	18

Question HS/MS A.21-25: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.

Note: Cells are empty if there are less than 10 respondents.

Table A4.10
Parent Involvement Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Parent Involvement in School				
<i>Average Scale Score</i>	3.58	3.26	3.23	3.48
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	4	8	8	6
Disagree	10	16	18	7
Neither disagree nor agree	26	35	36	27
Agree	40	30	29	46
Strongly agree	20	10	8	14
Parents feel welcome to participate at this school.				
Strongly disagree	4	5	5	5
Disagree	7	9	9	9
Neither disagree nor agree	33	44	44	43
Agree	37	31	32	30
Strongly agree	19	11	10	13
School staff takes parent concerns seriously.				
Strongly disagree	5	6	7	5
Disagree	9	12	14	3
Neither disagree nor agree	33	41	37	39
Agree	36	30	32	38
Strongly agree	17	11	10	14

Question HS/MS A.27-29: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.

Notes: Cells are empty if there are less than 10 respondents.

Table A4.11
Academic Motivation Scale Questions

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
Academic Motivation				
<i>Average Scale Score</i>	4.02	3.90	3.88	3.89
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	2	2	2	3
Disagree	3	4	4	3
Neither disagree nor agree	11	15	15	13
Agree	38	40	43	49
Strongly agree	46	39	36	32
I try hard at school because I am interested in my work.				
Strongly disagree	5	5	5	4
Disagree	10	11	12	7
Neither disagree nor agree	26	28	26	24
Agree	35	34	36	47
Strongly agree	24	22	21	18
I work hard to try to understand new things at school.				
Strongly disagree	3	3	3	3
Disagree	4	6	5	4
Neither disagree nor agree	18	21	21	21
Agree	43	42	44	50
Strongly agree	33	28	27	22
I am always trying to do better in my schoolwork.				
Strongly disagree	2	2	2	4
Disagree	3	3	4	3
Neither disagree nor agree	13	17	18	13
Agree	37	40	43	49
Strongly agree	46	37	34	31

Question HS/MS A.30-33: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.

Notes: Cells are empty if there are less than 10 respondents.

Table A4.12
Quality of School Physical Environment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	10	11	10	6
Disagree	20	20	22	6
Neither disagree nor agree	30	32	32	26
Agree	30	30	30	51
Strongly agree	8	7	7	11

Question HS/MS A.26: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.

Notes: Cells are empty if there are less than 10 respondents.

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	18	14	18	22
Safe	43	41	44	39
Neither safe nor unsafe	31	37	32	32
Unsafe	5	5	3	5
Very unsafe	3	3	3	2

Question HS A.89/MS A.79: How safe do you feel when you are at school?

Notes: Cells are empty if there are less than 10 respondents.

Table A5.2**Reasons for Harassment on School Property, Past 12 Months**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	79	83	87	89
1 time	9	7	5	4
2 or more times	12	11	8	7
Religion				
0 times	92	93	94	93
1 time	4	3	2	2
2 or more times	4	4	4	4
Gender (being male or female)				
0 times	89	91	92	93
1 time	5	4	3	3
2 or more times	6	5	5	4
Because you are gay or lesbian or someone thought you were				
0 times	87	92	94	94
1 time	5	3	2	2
2 or more times	7	5	4	4
A physical or mental disability				
0 times	94	95	97	94
1 time	3	2	1	2
2 or more times	3	3	2	4
Any of the above five bias-related reasons				
	34	27	21	16
Any other reason				
0 times	74	81	88	89
1 time	9	7	4	4
2 or more times	17	13	8	7
Any harassment				
	43	33	26	18

Question HS A.105-110/MS A.96-101: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender (being male or female)... Because you are gay or lesbian or someone thought you were... A physical or mental disability... Any other reason.

Notes: Cells are empty if there are less than 10 respondents.

Table A5.3**Verbal Harassment at School, Past 12 Months**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
had mean rumors or lies spread about you?				
0 times	54	67	73	76
1 time	20	14	11	9
2 to 3 times	12	10	9	6
4 or more times	13	10	7	8
had sexual jokes, comments, or gestures made to you?				
0 times	64	66	73	83
1 time	13	10	8	5
2 to 3 times	9	9	8	6
4 or more times	15	14	11	6
been made fun of because of your looks or the way you talk?				
0 times	59	68	75	82
1 time	15	12	9	4
2 to 3 times	10	8	7	6
4 or more times	16	12	8	8
been made fun of, insulted, or called names?				
0 times	52	68	77	84
1 time	16	11	8	6
2 to 3 times	11	8	6	3
4 or more times	21	14	9	7

Question HS A.93-95, 104/MS A.84-86, 95: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?

Notes: Cells are empty if there are less than 10 respondents.

Table A5.4***Violence and Victimization on School Property, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	65	81	90	87
1 time	15	10	5	6
2 to 3 times	9	5	3	3
4 or more times	11	5	2	3
been afraid of being beaten up?				
0 times	78	86	94	91
1 time	12	8	4	5
2 to 3 times	5	3	1	2
4 or more times	6	3	1	2
been in a physical fight?				
0 times	85	91	95	88
1 time	9	6	3	3
2 to 3 times	4	2	1	4
4 or more times	2	1	1	5
been threatened with harm or injury?				
0 times	87	92	96	93
1 time	7	4	2	3
2 to 3 times	3	2	1	2
4 or more times	3	2	1	1
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	95	96	98	92
1 time	3	2	1	3
2 to 3 times	1	1	1	3
4 or more times	1	1	0	2
been offered, sold, or given an illegal drug?				
0 times	90	76	81	79
1 time	6	10	8	7
2 to 3 times	3	7	5	4
4 or more times	2	7	6	9

Question HS A.90-92, 97, 101, 103/MS A.81-83, 88, 92, 94: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?

Note: Cells are empty if there are less than 10 respondents.

Table A5.5**Property Damage on School Property, Past 12 Months**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 times	75	81	88	87
1 time	14	11	8	7
2 to 3 times	6	4	2	2
4 or more times	5	3	2	3
Damaged school property on purpose				
0 times	92	94	96	94
1 time	6	3	2	3
2 to 3 times	1	1	1	2
4 or more times	1	1	1	2

Question HS A.96, 98/MS A.87, 89: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?

Note: Cells are empty if there are less than 10 respondents.

Table A5.6**Weapons Possession on School Property, Past 12 Months**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	99	99	99	97
1 time	0	1	0	1
2 to 3 times	0	0	0	2
4 or more times	0	0	0	1
Carried any other weapon (such as a knife or club)				
0 times	95	96	98	91
1 time	3	2	1	4
2 to 3 times	1	1	0	3
4 or more times	1	1	1	3
Seen someone carrying a gun, knife, or other weapon				
0 times	82	87	93	86
1 time	12	7	3	6
2 to 3 times	3	3	2	4
4 or more times	2	2	1	4

Question HS A.99, 100, 102/MS A.90, 91, 93: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?

Note: Cells are empty if there are less than 10 respondents.

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	15	30	42	60	A6.3
Current alcohol or drugs	8	18	26	42	A6.4
Current heavy drug uses	2	7	11	26	A6.4
Current heavy alcohol use (binge drinking)	1	5	9	19	A6.4
Current alcohol or drug use on school property	3	6	5	14	A6.9

Note: Cells are empty if there are less than 10 respondents.

Table A6.2
Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	11	24	37	48
Marijuana	6	19	29	49
Inhalants	4	4	3	9
Cocaine, Methamphetamine, or any amphetamines	na	2	3	10
Ecstasy, LSD, or other psychedelics	na	3	5	11
Prescription pain killers, Diet Pills, or other prescription stimulant	na	11	13	23

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	89	76	63	52
1 time	5	7	6	9
2 to 3 times	3	8	9	10
4 or more times	2	10	22	29
Marijuana				
0 times	94	81	71	51
1 time	2	4	6	6
2 to 3 times	1	4	5	6
4 or more times	2	10	18	38
Inhalants (to get “high”)				
0 times	96	96	97	91
1 time	2	1	1	4
2 to 3 times	1	1	1	1
4 or more times	1	1	1	3
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	98	97	90
1 time	na	1	1	3
2 to 3 times	na	1	1	4
4 or more times	na	1	1	4
Ecstasy, LSD, or other psychedelics				
0 times	na	97	95	89
1 time	na	1	2	2
2 to 3 times	na	1	2	4
4 or more times	na	1	1	5
Any other drug, or pill, or medicine to get “high” or for other than medical reasons				
0 times	97	96	96	89
1 time	1	2	1	3
2 to 3 times	1	1	2	3
4 or more times	1	2	2	5
Any of the above AOD use	15	30	42	60

Question HS A.46-49, 51, 56/MS A.47-49, 51: During your life, how many times have you used the following substances? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (pot, weed, grass, hash, bud)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Any other drug, or pill, or medicine to get “high” or for other than medical reasons.

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain medication, tranquilizers, or sedatives				
0 times	na	92	90	80
1 time	na	2	3	3
2 to 3 times	na	2	3	6
4 or more times	na	3	4	11
Diet Pills				
0 times	na	95	96	95
1 time	na	1	1	2
2 to 3 times	na	1	1	2
4 or more times	na	3	2	2
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	96	95	89
1 time	na	1	2	2
2 to 3 times	na	1	1	2
4 or more times	na	2	2	6
Cold/Cough Medicines or other over-the-counter medicines				
0 times	na	77	78	71
1 time	na	4	3	5
2 to 3 times	na	5	5	10
4 or more times	na	14	13	14

Question HS A.52-55: During your life, how many times have you used the following substances?... Prescription pain medication (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ (JIF, R-ball, Skippy) or other prescription stimulant... Cold/Cough Medicines (Triple-C's, Coricidin Cough, Sudafed, Ther-aFlu, Tylenol Cough) or other over-the-counter medicines.

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table A6.4
Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)	6	12	19	27
Binge drinking (5 or more drinks in a row)	1	5	9	19
Marijuana	3	11	16	33
Inhalants	1	1	1	5
Prescription medications to get “high” or for reasons other than prescribed	na	3	3	9
Other drug, pill, or medicine to get “high” or for other than medical reasons	1	2	2	6
Any drug use	4	12	18	36
Heavy drug use	2	7	11	26
Any AOD Use	8	18	26	42
Two or more drugs at the same time	na	3	5	11

Question HS A.63-69/MS A.58-62: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)... inhalants (things you sniff, huff, or breathe to get “high”)... prescription medications to get “high” or for reasons other than prescribed (such as VicodinTM, OxyContinTM, PercodanTM, RitalinTM, AdderallTM, XanaxTM)... any other drug, pill, or medicine to get “high” or for other than medical reasons... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

Notes: Cells are empty if there are less than 10 respondents.

Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get “high” (high school only) and any other illegal drug/pill to get “high”).

na—Not asked of middle school students.

Table A6.5**Frequency of Current AOD Use, Past 30 Days**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)				
0 days	94	88	81	73
1 or 2 days	5	9	13	15
3 to 9 days	0	2	5	6
10 to 19 days	0	0	1	3
20 or more days	0	1	0	2
Binge drinking (5 or more drinks in a row)				
0 days	99	95	91	81
1 or 2 days	1	3	6	10
3 to 9 days	0	1	2	5
10 to 19 days	0	0	0	1
20 or more days	0	0	0	3
Marijuana				
0 days	97	89	84	67
1 or 2 days	2	6	7	11
3 to 9 days	1	2	4	4
10 to 19 days	0	1	2	5
20 or more days	0	2	3	14

Question HS A.63-65/MS A.58-60: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)?

Note: Cells are empty if there are less than 10 respondents.

Table A6.6**Lifetime Drunk or “High”**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	97	90	81	69
1 to 2 times	3	7	11	14
3 to 6 times	0	2	5	7
7 or more times	0	1	4	9
“High” (loaded, stoned, or wasted) from using drugs				
0 times	95	84	75	55
1 to 2 times	3	6	7	9
3 to 6 times	1	4	4	7
7 or more times	1	6	13	30
Very drunk or “high” 7 or more times	1	7	14	32

Question HS A.57, 58/MS A.52, 53: *During your life, how many times have you been... very drunk or sick after drinking alcohol... “high” (loaded, stoned, or wasted) from using drugs?*

Note: Cells are empty if there are less than 10 respondents.

Table A6.7**Cessation Attempts**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don’t use	na	86	80	67
0 times	na	10	16	22
1 time	na	2	2	4
2 to 3 times	na	1	1	4
4 or more times	na	1	1	4
Marijuana				
Does not apply, don’t use	na	85	79	57
0 times	na	10	15	25
1 time	na	3	3	9
2 to 3 times	na	2	2	3
4 or more times	na	1	1	6

Question HS A.86, 87: *How many times have you tried to quit or stop using... alcohol... marijuana?*

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table A6.8
Drinking While Driving, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking				
Never	na	92	90	78
1 time	na	3	4	5
2 times	na	2	2	6
3 to 6 times	na	1	2	6
7 or more times	na	1	2	5
Have ridden in a car driven by someone who had been drinking				
Never	70	na	na	na
1 time	11	na	na	na
2 times	6	na	na	na
3 to 6 times	6	na	na	na
7 or more times	7	na	na	na

Question HS A.88/MS A.78: During your life, how many times have you ever driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?... In your life, how many times have you ridden in a car driven by someone who had been drinking alcohol?

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle/high school students.

Table A6.9***Current AOD Use on School Property, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	98	97	98	91
1 to 2 days	1	3	2	6
3 or more days	0	1	1	3
Marijuana				
0 days	99	96	96	91
1 to 2 days	1	2	2	3
3 or more days	0	2	2	6
Any other drug, pill, or medicine to get “high” or for other than medical reasons?				
0 days	99	98	99	95
1 to 2 days	0	1	1	3
3 or more days	0	1	0	2
Any of the above	3	6	5	14

Question HS A.73-75/MS A.66-68: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol... smoke marijuana... use any other drug, pill, or medicine to get “high” or for other than medical reasons?

Notes: Cells are empty if there are less than 10 respondents.

Table A6.10***Lifetime Drunk or “High” on School Property***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	98	92	89	74
1 to 2 times	2	4	4	8
3 to 6 times	0	2	3	6
7 or more times	0	2	4	12

Question HS A.59/MS A.54: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

Notes: Cells are empty if there are less than 10 respondents.

Table A6.11
Perceived Harm and Availability

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Perceived Harm of Use...				
Alcohol - drink occasionally				
Great	26	28	31	36
Moderate	24	25	25	23
Slight	23	26	27	21
None	27	21	17	19
Alcohol - 5 or more drinks once or twice a week				
Great	48	53	58	49
Moderate	19	23	23	23
Slight	8	8	8	8
None	25	16	11	20
Marijuana - smoke occasionally				
Great	36	31	28	25
Moderate	23	21	18	16
Slight	13	21	23	20
None	27	27	31	39
Marijuana - smoke once or twice a week				
Great	45	40	35	26
Moderate	19	21	22	17
Slight	10	15	18	16
None	27	24	25	40
Perceived Difficulty of Obtaining...				
Alcohol				
Very difficult	15	6	5	9
Fairly difficult	12	8	7	7
Fairly easy	16	24	27	23
Very easy	12	28	36	33
Don't know	46	34	25	28
Marijuana				
Very difficult	19	6	5	9
Fairly difficult	11	6	5	3
Fairly easy	12	21	24	17
Very easy	12	35	43	45
Don't know	46	31	24	27

Question HS A.78-81, 83, 84/MS A.71-74, 76, 77: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol occasionally... Have five or more drinks of an alcoholic beverage once or twice a week... Smoke marijuana occasionally... Smoke marijuana once or twice a week... How difficult is it for students in your grade to get any of the following substances if they really want them?... Alcohol... Marijuana.

Note: Cells are empty if there are less than 10 respondents.

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	2	5	8	24	A7.2
Current cigarette smoking [‡]	1	2	3	10	A7.3
Current cigarette smoking at school [‡]	0	1	1	3	A7.4
Ever tried smokeless tobacco	1	2	4	7	A7.2
Current smokeless tobacco use [‡]	1	1	1	4	A7.3
Current smokeless tobacco use at school [‡]	0	1	1	3	A7.4
Ever used electronic cigarettes or other vaping device	8	18	23	40	A7.2
Current use of electronic cigarettes or other vaping device [‡]	3	7	8	14	A7.3
Current use of electronic cigarettes or other vaping device at school [‡]	1	3	2	7	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	2	2	8	A7.5
Attitudes and Correlates					
Occasional smoking great harm	32	37	45	41	A7.6
Smoking 1-2 packs per day great harm	59	68	77	62	A7.6
Very easy to obtain cigarettes	9	20	26	30	A7.6

Notes: Cells are empty if there are less than 10 respondents.

[‡]*Past 30 days; na—Not asked of middle school students.*

Table A7.2
Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	96	na	na	na
1 time	2	na	na	na
2 to 3 times	1	na	na	na
4 or more times	1	na	na	na
A whole cigarette				
0 times	98	95	92	76
1 time	1	2	3	7
2 to 3 times	0	2	2	7
4 or more times	1	2	4	10
Smokeless tobacco				
0 times	99	98	96	93
1 time	1	1	1	1
2 to 3 times	0	1	1	3
4 or more times	0	1	1	3
An electronic cigarette or other vaping device				
0 times	92	82	77	60
1 time	4	5	5	9
2 to 3 times	2	5	6	11
4 or more times	2	7	11	21

Question HS A.43-45/MS A.43-46: During your life, how many times have you used the following substances? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of high school students.

Table A7.3
Any Current Use and Daily Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	1	2	3	10
Daily (20 or more days)	0	0	0	2
Smokeless Tobacco				
Any	1	1	1	4
Daily (20 or more days)	0	0	0	1
Electronic cigarettes or other vaping device				
Any	3	7	8	14
Daily (20 or more days)	0	1	1	3

Question HS A.60-62/MS A.55-57: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

Note: Cells are empty if there are less than 10 respondents.

Table A7.4
Current Smoking on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	100	99	99	97
1 or 2 days	0	1	0	2
3 to 9 days	0	0	0	1
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Smokeless Tobacco				
0 days	100	99	99	97
1 or 2 days	0	0	0	2
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	1
Electronic cigarettes or other vaping device				
0 days	99	97	98	93
1 or 2 days	1	2	1	3
3 to 9 days	0	1	0	2
10 to 19 days	0	0	0	1
20 or more days	0	0	0	2

Question HS A.70-72/MS A.63-65: During the past 30 days, on how many days on school property did you... smoke cigarettes... use smokeless tobacco (dip, chew, or snuff)... use electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

Note: Cells are empty if there are less than 10 respondents.

Table A7.5
Cigarette Smoking Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	94	93	85
0 times	na	4	5	7
1 time	na	1	1	4
2 to 3 times	na	0	0	2
4 or more times	na	1	1	2

Question HS A.85: How many times have you tried to quit or stop using cigarettes?

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table A7.6
Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Perceived Harm of Use...</i>				
<i>Smoke cigarettes occasionally</i>				
Great	32	37	45	41
Moderate	28	29	29	20
Slight	16	16	13	19
None	25	19	13	21
<i>Smoke 1-2 packs of cigarettes a day</i>				
Great	59	68	77	62
Moderate	11	10	8	13
Slight	5	5	3	5
None	26	17	11	21
<i>Perceived Difficulty of Obtaining...</i>				
<i>Cigarettes</i>				
Very difficult	15	7	6	10
Fairly difficult	12	10	10	6
Fairly easy	15	22	25	24
Very easy	9	20	26	30
Don't know	48	41	33	30

Question HS A.76, 77, 82/MS A.69, 70, 75: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1-2 packs of cigarettes each day... How difficult is it for students in your grade to get any of the following substances if they really want them?... Cigarettes.

Note: Cells are empty if there are less than 10 respondents.

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	77	79	83	83
1 time	11	9	7	7
2 to 3 times	7	7	5	6
4 or more times	5	6	4	4

Question HS A.111/MS A.102: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., FacebookTM, InstagramTM, SnapchatTM, email, instant message)?

Note: Cells are empty if there are less than 10 respondents.

Table A8.2

Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	42	na	na	na
1 day	16	na	na	na
2 days	10	na	na	na
3 days	8	na	na	na
4 days	4	na	na	na
5 days	20	na	na	na

Question MS A.80: In a normal week, how many days are you home after school for at least one hour without an adult there?

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of high school students.

Table A8.3
Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	32	37	37	45
Yes	68	63	63	55

Question HS A.115/MS A.105: Did you eat breakfast today?

Note: Cells are empty if there are less than 10 respondents.

Table A8.4
Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	71	69	69	67
Yes	29	31	31	33

Question HS A.113/MS A.104: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

Note: Cells are empty if there are less than 10 respondents.

Table A8.5
Seriously Considered Attempting Suicide, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	84	86	86
Yes	na	16	14	14

Question HS A.114: During the past 12 months, did you ever seriously consider attempting suicide?

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table A8.6
Gang Involvement

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	95	95	95	94
Yes	5	5	5	6

Question HS A.112/MS A.103: Do you consider yourself a member of a gang?

Note: Cells are empty if there are less than 10 respondents.

9. Race/Ethnic Breakdowns

Table A9.1

School Supports and Academic Motivation by Race/Ethnicity - 7th Grade

Percent of students scoring High (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	26	32	30	37	34	40	28
Caring adults in school	27	30	31	35	39	40	29
High expectations-adults in school	44	51	50	59	57	55	47
Meaningful participation at school	12	20	14	16	15	19	12
<i>School Connectedness</i>							
<i>Parent Involvement in School</i>	46	41	52	43	53	60	47
<i>Academic Motivation</i>	38	38	42	46	39	43	39
	33	28	44	35	40	43	33

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.2

School Supports and Academic Motivation by Race/Ethnicity - 9th Grade

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	20	17	26	28	27	31	22
Caring adults in school	24	21	25	28	29	34	25
High expectations-adults in school	34	35	44	41	39	45	36
Meaningful participation at school	8	9	14	14	11	12	9
<i>School Connectedness</i>							
<i>Parent Involvement in School</i>	40	38	49	33	47	53	41
<i>Academic Motivation</i>	27	27	30	24	29	26	25
	27	24	41	29	31	37	26

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.3***School Supports and Academic Motivation by Race/Ethnicity - 11th Grade***

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	25	40	31	37	41	40	29
Caring adults in school	28	45	31	35	46	42	31
High expectations-adults in school	35	47	40	45	47	50	39
Meaningful participation at school	11	11	18	17	27	18	12
<i>School Connectedness</i>							
<i>Parent Involvement in School</i>	40	43	47	40	47	56	42
<i>Academic Motivation</i>							
	25	26	32	22	31	31	24

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.4***School Supports and Academic Motivation by Race/Ethnicity - Non-Traditional***

Percent of students scoring High (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	25		36	40		26	27
Caring adults in school	33		27	45		33	36
High expectations-adults in school	42		27	45		43	44
Meaningful participation at school	9		18	5		13	12
<i>School Connectedness</i>							
<i>Parent Involvement in School</i>	47		36	45		48	48
<i>Academic Motivation</i>							
	35		18	25		28	38
	22		36	30		35	22

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.5
Perceived Safety at School by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Feel safe or very safe at school				
Hispanic or Latino	56	52	56	60
American Indian or Alaska Native	58	49	60	
Asian	66	59	69	55
Black or African American	61	51	59	45
Native Hawaiian or Pacific Islander	61	55	63	
White	69	60	70	67
Mixed (two or more) races	57	52	58	60

Note: Cells are empty if there are less than 10 respondents.

Table A9.6
Harassment Due to Five Bias-Related Reasons by Race/Ethnicity, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Harassment or bullying due to five bias-related reasons^A				
Hispanic or Latino	30	25	19	12
American Indian or Alaska Native	32	25	15	
Asian	40	26	19	18
Black or African American	36	28	27	37
Native Hawaiian or Pacific Islander	31	29	27	
White	32	28	21	13
Mixed (two or more) races	33	27	21	18

Notes: Cells are empty if there are less than 10 respondents.

^A*Bias-related reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.*

Table A9.7**Any Harassment or Bullying by Race/Ethnicity, Past 12 Months**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Were harassed or bullied at school				
Hispanic or Latino	39	31	23	15
American Indian or Alaska Native	41	31	20	
Asian	48	31	23	18
Black or African American	41	34	32	37
Native Hawaiian or Pacific Islander	46	36	35	
White	43	37	27	20
Mixed (two or more) races	42	33	27	21

Note: Cells are empty if there are less than 10 respondents.

Table A9.8**Current Alcohol Use at School by Race/Ethnicity, Past 30 Days**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had at least one drink of alcohol at school				
Hispanic or Latino	3	5	3	10
American Indian or Alaska Native	2	7	0	
Asian	0	1	1	9
Black or African American	2	4	5	0
Native Hawaiian or Pacific Islander	1	1	5	
White	1	3	2	9
Mixed (two or more) races	2	4	3	9

Notes: Cells are empty if there are less than 10 respondents.

Table A9.9***Current Cigarette Smoking by Race/Ethnicity, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked cigarettes in the past 30 days				
Hispanic or Latino	2	2	3	10
American Indian or Alaska Native	2	3	9	
Asian	1	1	1	10
Black or African American	2	2	3	10
Native Hawaiian or Pacific Islander	1	0	3	
White	1	2	3	13
Mixed (two or more) races	1	2	3	9

Notes: Cells are empty if there are less than 10 respondents.

Table A9.10***Current Alcohol Use by Race/Ethnicity, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had at least one drink of alcohol in the past 30 days				
Hispanic or Latino	8	15	18	26
American Indian or Alaska Native	8	18	23	
Asian	3	3	6	27
Black or African American	5	9	13	20
Native Hawaiian or Pacific Islander	7	6	25	
White	5	14	27	33
Mixed (two or more) races	7	14	20	25

Note: Cells are empty if there are less than 10 respondents.

Table A9.11***Current Marijuana Use by Race/Ethnicity, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Used marijuana in the past 30 days				
Hispanic or Latino	5	14	17	33
American Indian or Alaska Native	3	18	24	
Asian	0	3	5	45
Black or African American	4	8	15	37
Native Hawaiian or Pacific Islander	5	10	23	
White	2	11	21	36
Mixed (two or more) races	4	13	18	34

Notes: Cells are empty if there are less than 10 respondents.

Table A9.12***Chronic Sad or Hopeless Feelings by Race/Ethnicity, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Felt so sad or hopeless almost everyday for two weeks or more				
Hispanic or Latino	33	34	31	32
American Indian or Alaska Native	30	37	39	
Asian	29	28	32	27
Black or African American	27	24	26	53
Native Hawaiian or Pacific Islander	35	38	43	
White	22	26	29	32
Mixed (two or more) races	32	34	33	38

Note: Cells are empty if there are less than 10 respondents.

10. Gender Breakdowns

Table A10.1
School Supports and Academic Motivation by Gender

Percent of Students Scoring High	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Environment</i>								
Total school supports	33	31	25	25	33	32	33	26
Caring adults in school	34	31	28	26	35	34	44	28
High expectations-adults in school	51	50	41	38	44	41	50	40
Meaningful participation at school	15	13	10	11	15	16	11	11
<i>School Connectedness</i>								
<i>Parent Involvement in School</i>	49	52	40	49	43	51	54	44
<i>Academic Motivation</i>								
	38	43	23	29	23	30	44	29
	40	34	35	28	32	25	27	26

Note: Cells are empty if there are less than 10 respondents.

Table A10.2**Select Perceived Safety, Harassment, Alcohol and Drug Use, and Mental Health Measures by Gender**

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Perceived Safety at School								
Feel safe or very safe at school	58	64	52	59	60	66	66	56
Harassment/Bullying at School								
<i>During the past 12 month at school, have you been...</i>								
harassed/bullied for any of the five bias-related reasons	37	30	30	23	23	18	17	15
harassed/bullied for any reasons	47	38	38	29	28	23	20	16
Current ATOD Use								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	2	1	4	3	2	3	8	8
smoke cigarettes	1	1	2	1	2	4	5	13
have at least one drink of alcohol	6	5	15	10	21	17	30	24
use marijuana	3	3	11	10	16	16	38	29
Mental Health								
Chronic sad or hopeless feelings, past 12 months	37	20	39	22	39	22	43	24

Notes: Cells are empty if there are less than 10 respondents.

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 7	Grade 9	Grade 11	NT ^A
Student Sample Size				
Target sample	7,189	8,559	6,473	454
Final number	5,830	4,074	3,414	238
Average Response Rate	81%	48%	53%	52%

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Alcohol and Marijuana Consumption Patterns					
Usually drank until felt it a lot	1	3	6	9	B3.3
Usually used marijuana or other drugs until felt it a lot	na	6	8	19	B3.4
Consequences of AOD Consumption					
Caused one or more problems	na	10	12	22	B4.1
Caused one or more dependency-related experiences	na	10	13	25	B4.2
Supports to Reduce AOD Use					
Very likely find help at school for quitting or reducing use	na	10	10	22	B5.2
Availability					
Sold Drugs, Past 12 Months	na	5	5	14	B6.1
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	63	45	41	27	B7.1
Trying marijuana or hashish once or twice	58	33	23	20	B7.1
Using marijuana once a month or more	62	37	26	22	B7.1

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

3. Alcohol, Tobacco, and Marijuana Consumption Patterns

Table B3.1

Age of Onset – AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	81	71	59	44
10 or under	9	6	5	9
11-12 years old	8	6	5	6
13-14 years old	2	13	9	12
15-16 years old	0	4	19	21
17 years or older	0	0	3	9
Marijuana				
Never	95	81	72	49
10 or under	1	1	1	6
11-12 years old	3	3	2	7
13-14 years old	1	11	7	12
15-16 years old	0	3	15	18
17 years or older	0	0	3	8
Any other illegal drug or pill to get “high”				
Never	98	91	90	80
10 or under	0	1	1	3
11-12 years old	1	1	1	2
13-14 years old	1	4	2	6
15-16 years old	0	1	5	6
17 years or older	0	0	1	4

Question HS/MS B.1, 4, 5: About how old were you the first time you did any of these things?... Had a drink of an alcoholic beverage (other than a sip or two)... Used marijuana or hashish... Used any other illegal drug or pill to get “high.”

Note: Cells are empty if there are less than 10 respondents.

Table B3.2
Age of Onset – Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	95	91	88	68
10 or under	2	2	2	8
11-12 years old	2	2	2	5
13-14 years old	1	3	3	6
15-16 years old	0	1	5	7
17 years or older	0	0	1	6
Smokeless tobacco				
Never	98	94	92	80
10 or under	0	1	1	6
11-12 years old	1	1	1	3
13-14 years old	0	2	2	4
15-16 years old	0	1	3	3
17 years or older	0	0	1	4

Question HS B.2, 3: About how old were you the first time you did any of these things?... Smoked part or all of a cigarette... Used smokeless tobacco or other tobacco products.

Note: Cells are empty if there are less than 10 respondents.

Table B3.3
Usual Alcohol Consumption Level

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't drink alcohol	92	81	70	57
Just enough to feel it a little	6	10	13	19
Enough to feel it moderately	1	6	11	15
Until I feel it a lot or get really drunk	1	3	6	9

Question HS/MS B.6: If you drink alcohol, how much do you usually drink?

Note: Cells are empty if there are less than 10 respondents.

Table B3.4
Usual Marijuana Consumption Level

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use drugs	na	83	75	54
Just enough to feel a little high	na	6	7	10
Enough to feel it moderately	na	6	10	17
Until I feel it a lot or get really high	na	6	8	19

Question HS B.7: If you use marijuana or other drugs, how “high” (stoned, faded, wasted, trashed) do you usually like to get?

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

4. Consequences of AOD Consumption

Table B4.1

Problems Caused by AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Doesn't apply; I've never used alcohol or drugs	na	77	67	47
I've used alcohol or drugs but never had any problems	na	16	25	36
Have problems with emotions, nerves, or mental health	na	4	4	6
Get into trouble or have problems with the police	na	2	2	4
Have money problems	na	2	2	4
Miss school	na	2	2	5
Have problems with schoolwork	na	3	3	4
Fight with others	na	2	1	1
Damage a friendship	na	3	3	3
Physically hurt or injure yourself	na	2	2	4
Have unwanted or unprotected sex	na	2	2	1
Forget what happened or pass out	na	4	5	7
Have any other problems	na	2	2	3
<i>One or more problems</i>	na	10	12	22

Question HS B.8: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for “mark all that apply” items.

na—Not asked of middle school students.

Table B4.2***Alcohol or Other Drug Use Caused Negative Experiences***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I have not used alcohol or drugs	na	80	69	52
I use alcohol or drugs but have not experienced any of these things	na	12	20	28
Found you had to increase how much you use to have the same effect as before	na	3	4	8
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	2	3	3
Used alcohol or drugs a lot more than you intended	na	3	4	6
Used alcohol or drugs when you were alone (by yourself)	na	5	7	12
Your use of alcohol or drugs often kept you from doing a normal activity, like going to school, working, or doing recreational activities or hobbies	na	2	2	6
Often didn't feel OK unless you had something to drink or used a drug	na	2	2	3
Thought about reducing (cutting down) or stopping use	na	4	5	9
Told yourself you were not going to use but found yourself using anyway	na	3	4	7
Spoke with someone about reducing or stopping use	na	2	2	7
Attended counseling, a program, or group to help you reduce or stop use	na	1	1	2
<i>One or more negative experiences</i>	na	10	13	25

Question HS B.9: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for “mark all that apply” items.

na—Not asked of middle school students.

Table B4.3***Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	37	39	47
Likely	na	26	27	23
Not likely	na	9	10	5
Don't know	na	28	25	25

Question HS B.12: In your opinion, how likely is it that a student will be suspended, expelled, or transferred if he or she is caught on school property using or possessing alcohol or other drugs?

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

5. Supports to Reduce AOD Use

Table B5.1

Needed Counseling for Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I never used alcohol or other drugs	na	81	71	53
No, but I do use alcohol or other drugs	na	17	27	41
Yes, I have felt that I needed help	na	2	2	5

Question HS B.10: Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table B5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	10	10	22
Likely	na	17	18	23
Not likely	na	35	37	20
Don't know	na	39	34	35

Question HS B.11: In your opinion, how likely is it that a student could find help at your school from a counselor, teacher, or other adult to stop or reduce using alcohol or other drugs?

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table B5.3

Talked with Parent About ATOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	47	50	55	61
Yes	53	50	45	39

Question HS B.17/MS B.11: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of tobacco, alcohol, or drug use?

Note: Cells are empty if there are less than 10 respondents.

6. Availability

Table B6.1

Sold Drugs, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	95	95	86
Yes	na	5	5	14

Question HS B.19: During the past 12 months, have you sold drugs to someone?

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table B6.2

Sources for Obtaining Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	6	13	11	8
At parties or events outside school	17	27	35	26
At their own home	19	21	26	19
From adults at friends' homes	10	13	17	18
From friends or another teenager	19	23	30	25
Get adults to buy it for them	7	12	17	22
Buy it themselves from a store	8	12	17	17
At bars, clubs, or gambling casinos	2	4	3	7
Other	9	7	5	6
Don't know	76	67	58	63

Question HS B.13/MS B.7: How do most students at your school who drink alcohol usually get it? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for “mark all that apply” items.

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	24	35	40	51
Somewhat disapprove	13	20	19	22
Strongly disapprove	63	45	41	27
Trying marijuana or hashish once or twice				
Neither approve nor disapprove	26	46	60	63
Somewhat disapprove	15	21	18	16
Strongly disapprove	58	33	23	20
Using marijuana once a month or more				
Neither approve nor disapprove	25	43	56	66
Somewhat disapprove	13	20	17	12
Strongly disapprove	62	37	26	22

Question HS B.14-16/MS B.8-10: How do you feel about someone your age doing the following?... Having one or two drinks of any alcoholic beverage nearly every day... Trying marijuana or hashish once or twice... Using marijuana once a month or more.

Note: Cells are empty if there are less than 10 respondents.

Table B7.2
Parent Disapproval of ATOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	88	78	77	67
Wrong	8	14	15	20
A little wrong	2	5	4	8
Not at all wrong	2	4	3	4
Smoke tobacco				
Very wrong	93	84	83	74
Wrong	5	11	12	16
A little wrong	1	2	2	4
Not at all wrong	1	3	2	5
Use marijuana				
Very wrong	91	76	71	64
Wrong	5	12	15	17
A little wrong	2	7	9	12
Not at all wrong	2	5	5	7
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	93	85	85	76
Wrong	4	10	10	15
A little wrong	1	2	2	3
Not at all wrong	2	3	2	6

Question HS B.20-23/MS B.13-16: How wrong do your parents or guardians feel it would be for you to do the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use marijuana... Use prescription drugs to get high or for reasons other than prescribed.

Note: Cells are empty if there are less than 10 respondents.

Table B7.3
Peer Disapproval of ATOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	67	51	51	35
Wrong	19	25	23	30
A little wrong	8	14	15	19
Not at all wrong	6	10	12	16
Smoke tobacco				
Very wrong	72	56	57	46
Wrong	17	24	23	27
A little wrong	6	11	11	14
Not at all wrong	5	8	9	13
Use marijuana				
Very wrong	69	44	39	31
Wrong	16	22	17	19
A little wrong	8	17	18	15
Not at all wrong	7	18	26	35
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	73	57	57	46
Wrong	16	24	22	24
A little wrong	6	11	12	15
Not at all wrong	5	9	8	16

Question HS B.24-27/MS B.17-20: How wrong would your close friends feel it would be if you did the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use marijuana... Use prescription drugs to get high or for reasons other than prescribed.

Note: Cells are empty if there are less than 10 respondents.

Table B7.3***Peer Disapproval of ATOD Use - Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Drinking one or two drinks of alcohol nearly every day				
Neither approve nor disapprove	21	29	32	37
Somewhat disapprove	15	22	21	26
Strongly disapprove	64	48	47	37
Using marijuana				
Neither approve nor disapprove	23	37	48	54
Somewhat disapprove	14	23	22	20
Strongly disapprove	63	40	30	26
Using prescription drugs to get high				
Neither approve nor disapprove	21	28	30	32
Somewhat disapprove	12	21	21	24
Strongly disapprove	68	51	49	44

Question HS B.28-30/MS B.21-23: How do you think your close friends would feel about you doing the following?... Drinking one or two drinks of alcohol nearly every day... Using marijuana... Using prescription drugs to get high.

Note: Cells are empty if there are less than 10 respondents.

Table B7.4***Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	26	33	34	39
Yes	74	67	66	61

Question HS B.18/MS B.12: During the past 12 months, have you heard, read, or watched any messages about not using alcohol, tobacco, or drugs?

Note: Cells are empty if there are less than 10 respondents.

Building Healthy Communities (BHC) Module

1. Module Sample

Table C1.1

Student Sample for BHC Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	7,189	8,559	6,473	454
Final number	24	4,548	3,770	252
Average Response Rate	0%	53%	58%	56%

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Access to Health Care

Table C2.1

Where Do You Usually Go for Health Care

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Where do you usually go for help when you are sick, need medical care, or advice about health?				
Hospital, urgent care, or emergency room	25	21	21	24
Doctor's office	46	36	39	26
Community clinic or medical center	4	9	12	16
A family member or neighbor who is not a doctor or a nurse	8	11	10	10
School nurse's office	0	3	2	2
Health center or clinic at your school	0	2	2	2
Some other place	0	2	2	3
I don't have anywhere I usually go	4	8	7	8
I don't know	13	9	6	10
At school, where do you usually go for help when you are sick, need medical care, or need to get advice about health?				
Main office	13	2	2	11
School nurse	39	65	69	63
Student health office/clinic	0	3	3	1
Counselor	0	1	1	3
Teacher or teachers aide	13	3	3	2
Friend or another student	9	7	7	1
I don't have anywhere to go	9	8	7	8
I don't know	17	11	8	11

Question HS/MS C.1, 2: Where do you usually go for help when you are sick, need medical care, or advice about health?... At school, where do you usually go for help when you are sick, need medical care, or need to get advice about health?

Notes: Cells are empty if there are less than 10 respondents.

Table C2.2***Last Regular Check Up with Dentist***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I've never been to a dentist to have my teeth checked	0	1	1	2
Within the last six months	75	66	66	45
Seven to 12 months ago	4	10	14	16
Between one and two years ago	4	4	5	11
More than two years ago	8	3	4	5
I don't know/remember	8	15	9	21

Question HS/MS C.3: When did you last visit a dentist to get your teeth checked or cleaned?

Notes: Cells are empty if there are less than 10 respondents.

Table C2.3
Medical Care Usage, Past Year

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Medical care when you were sick or hurt or needed a checkup				
Always	71	51	55	47
Sometimes	4	17	17	16
Rarely	4	9	8	10
Never	8	3	3	4
I don't know/remember	4	6	5	9
I didn't need this type of care	8	13	13	14
Counseling to help you deal with problems like stress, feeling sad, family issues, or alcohol or drug use				
Always	29	17	20	23
Sometimes	0	9	9	14
Rarely	0	8	8	9
Never	17	21	23	16
I don't know/remember	4	5	4	9
I didn't need this type of care	50	40	36	30
Dental care when you had a problem with your teeth or mouth				
Always	58	47	52	38
Sometimes	17	13	12	19
Rarely	4	8	7	9
Never	8	5	5	6
I don't know/remember	4	7	6	10
I didn't need this type of care	8	20	18	18

Question HS/MS C.4-6: In the past year, how often did you get the following types of care when you needed it?... Medical care when you were sick or hurt or needed a checkup... Counseling to help you deal with problems like stress, feeling sad, family issues, or alcohol or drug use... Dental care when you had a problem with your teeth or mouth.

Notes: Cells are empty if there are less than 10 respondents.

3. Physical Activity

Table C3.1

Number of Days Exercised, Past 7 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	4	11	21	25
1 day	8	5	8	7
2 days	8	8	10	10
3 days	13	12	13	11
4 days	13	10	9	12
5 days	4	20	14	14
6 days	17	9	7	3
7 days	33	25	17	18

Question HS/MS C.15: On how many of the past 7 days did you exercise or do physical activity for a total of at least 60 minutes a day (like basketball, soccer, running, swimming laps, bicycling, skateboarding, fast walking, dancing or similar aerobic activities; do not include exercise that lasts less than 10 minutes at a time)?

Notes: Cells are empty if there are less than 10 respondents.

Table C3.2

Minutes Spent Exercising

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
before school?				
Less than 10 minutes	67	83	87	83
10 to 30 minutes	24	9	7	10
31 to 60 minutes	5	4	3	5
More than 60 minutes	5	5	3	2
during normal school hours?				
Less than 10 minutes	52	22	71	67
10 to 30 minutes	35	24	13	20
31 to 60 minutes	9	39	11	9
More than 60 minutes	4	14	5	4
in an afterschool program or as part of a sports team or sports program?				
Less than 10 minutes	38	38	41	60
10 to 30 minutes	14	8	7	13
31 to 60 minutes	14	10	11	8
More than 60 minutes	33	45	41	19

Question HS/MS C.16-18: On an average school day, how many minutes do you spend actually exercising or playing sports... before school?... during normal school hours?... in an afterschool program or as part of a sports team or sports program?

Notes: Cells are empty if there are less than 10 respondents.

4. Nutrition

Table C4.1

Food Consumption

During the past 24 hours, how many times did you...	Grade 7 %	Grade 9 %	Grade 11 %	NT %
eat fast food?				
0 times	59	68	67	57
1 time	36	22	23	27
2 times	5	5	6	9
3 times	0	2	2	2
4 times	0	1	1	2
5 or more times	0	2	2	3
drink a glass or can of sweetened soda, a sports drink, an energy drink, or other sweetened drink?				
0 times	62	46	53	36
1 time	24	32	30	32
2 times	10	12	10	15
3 times	5	5	3	7
4 times	0	2	1	2
5 or more times	0	3	3	8
eat raw or whole fruit?				
0 times	14	23	22	31
1 time	23	23	25	24
2 times	14	24	23	17
3 times	23	13	14	13
4 times	0	6	6	8
5 or more times	27	11	10	8
eat vegetables?				
0 times	23	25	24	32
1 time	18	27	28	26
2 times	18	21	22	17
3 times	9	12	13	11
4 times	14	5	5	6
5 or more times	18	9	9	7

Question HS/MS C.19-22: During the past 24 hours (yesterday), how many times did you... eat fast food (like Taco Bell, Burger King, Panda Express, McDonalds, KFC)?... drink a glass or can of sweetened soda (like Coke or Pepsi), a sports drink (like Gatorade), an energy drink (like Red Bull), or other sweetened drink (like Jarritos, Sunny Delight, or fruit flavored drinks)?... eat raw or whole fruit (like an apple, banana, or orange; do not count fruit juice)?... eat vegetables (like green salads, green beans, carrots, or sweet potatoes that are not fried)?

Notes: Cells are empty if there are less than 10 respondents.

Table C4.2
Food and Beverage Consumed on Last School Day

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A glass or can of sweetened soda, a sports drink, an energy drink, or any other sweetened drink	9	17	11	21
A glass or can of % fruit juice	18	17	14	26
French fries, potato chips, or other fried potatoes	5	17	14	14
Raw or whole fruit (do not count juice)	45	40	42	26
Vegetables	36	26	28	18
One or more glasses of water	41	56	55	39
Breakfast served at school	9	14	13	26
Lunch served at school	18	34	32	45
None of the above	27	20	21	24

Question HS/MS C.23: The last day you attended school, did you eat or drink any of the following at school? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for “mark all that apply” items.

5. Lunch at School/Drinking Water

Table C5.1

Lunch Source on School Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Bring your own food from home	68	39	44	16
Eat food served by the school cafeteria	5	31	30	46
Eat food from vending machines at school or the student store	0	3	1	5
Eat at home	5	4	4	5
Eat off campus (not at your home)	5	1	2	2
I usually don't eat lunch	9	19	16	22
Other	9	2	2	3

Question HS/MS C.24: Where do you usually get your lunch during a school day?

Notes: Cells are empty if there are less than 10 respondents.

Table C5.2

School Cafeteria and Eating Area

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Which of the following statements about your school cafeteria or eating area do you agree with? (Mark all that apply.)[†]				
I like the food served there.	12	24	17	21
They serve the right amount of food.	24	27	23	26
I like the fresh fruits and vegetables served at school.	18	26	26	24
It is embarrassing to eat cafeteria food.	12	21	25	18
I don't feel safe there.	12	10	11	8
It is clean.	65	35	32	38
Have you seen information posted in your cafeteria or somewhere else in your school about the nutritional content of foods?				
Yes	25	33	37	31
No	30	28	28	36
I don't know	45	39	34	32

Question HS/MS C.25, 26: Which of the following statements about your school cafeteria or eating area do you agree with? (Mark all that apply)... Have you seen information posted in your cafeteria or somewhere else in your school about the nutritional content of foods (such as calories, fat, salt, sugar, or whole grains)?

Notes: Cells are empty if there are less than 10 respondents. [†]Total percentages may exceed 100% for “mark all that apply” items.

Table C5.3
Clean and Drinkable Water

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The school has clean and drinkable water available.				
Strongly disagree	0	12	12	14
Disagree	12	23	21	20
Agree	53	50	52	49
Strongly agree	35	15	15	17

Question HS/MS C.54: How strongly do you agree or disagree with the following statements about your school?... The school has clean and drinkable water available.

Notes: Cells are empty if there are less than 10 respondents.

6. Reasons for School Absence

Table C6.1

Reasons for Missing School, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Asthma or other problems with breathing, coughing, chest pain, or wheezing when you didn't have a cold				
0 days	100	90	93	88
1 day	0	5	3	5
2 days	0	2	1	4
3 or more days	0	3	2	2
Illness (feeling physically sick)				
0 days	79	50	49	49
1 day	13	20	20	21
2 days	4	12	13	13
3 or more days	4	17	17	17
Felt very sad, hopeless, anxious, stressed, or angry				
0 days	88	84	80	76
1 day	8	7	9	12
2 days	0	3	4	7
3 or more days	4	5	7	5
Tooth pain or other dental issues				
0 days	100	91	93	89
1 day	0	5	4	5
2 days	0	1	2	3
3 or more days	0	2	2	3

Question HS/MS C.7-10: In the past 30 days, how many days of school did you miss for any of the following reasons?... Asthma or other problems with breathing, coughing, chest pain, or wheezing when you didn't have a cold... Illness (feeling physically sick)... Felt very sad, hopeless, anxious, stressed, or angry... Tooth pain or other dental issues.

Notes: Cells are empty if there are less than 10 respondents.

Table C6.1***Reasons for Missing School, Past 30 Days – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
You felt unsafe at school				
0 days	96	94	95	95
1 day	4	3	3	2
2 days	0	1	1	2
3 or more days	0	1	1	1
You felt unsafe on your way to or from school				
0 days	100	96	98	95
1 day	0	2	1	3
2 days	0	1	0	1
3 or more days	0	1	1	2
You had no transportation to school				
0 days	100	91	92	79
1 day	0	5	4	8
2 days	0	2	2	5
3 or more days	0	3	3	8

Question HS/MS C.11-13: In the past 30 days, how many days of school did you miss for any of the following reasons?... You felt unsafe at school... You felt unsafe on your way to or from school... You had no transportation to school.

Notes: Cells are empty if there are less than 10 respondents.

Table C6.2***Number of Days Absent from School, Last 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	79	45	41	39
1 day	13	18	17	17
2 days	4	15	17	17
3 or more days	4	21	24	26

Question HS/MS C.14: How many total days of school did you miss in the last 30 days?

Notes: Cells are empty if there are less than 10 respondents.

7. Community Safety

Table C7.1
Neighborhood Safety

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How safe do you feel in the neighborhood where you live?				
Very safe	52	38	36	24
Safe	33	34	35	32
Neither safe nor unsafe	14	23	24	38
Unsafe	0	3	4	5
Very unsafe	0	2	1	3
How safe do you feel in your neighborhood parks and playgrounds?				
Very safe	40	25	26	22
Safe	25	33	33	29
Neither safe nor unsafe	15	29	30	36
Unsafe	5	5	6	6
Very unsafe	0	2	2	5
I dont have any neighborhood parks or playgrounds	15	6	4	3
During the past 12 months, how many times in your neighborhood (not at school) have you seen someone carrying a gun, knife, or other weapon?				
Never	76	77	82	64
1 time	19	10	8	12
2 times	0	6	5	13
3 times	0	3	2	3
4 or more times	5	5	3	8

Question HS/MS C.27-29: How safe do you feel in the neighborhood where you live?... How safe do you feel in your neighborhood parks and playgrounds?... During the past 12 months, how many times in your neighborhood (not at school) have you seen someone carrying a gun, knife, or other weapon?

Notes: Cells are empty if there are less than 10 respondents.

Table C7.2
Major Problems in Neighborhood

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Bullying	14	13	10	
Crime	34	37	38	
Empty or abandoned buildings	10	10	13	
Fights	29	24	31	
Gangs	24	23	39	
Graffiti	36	35	44	
Liquor stores and/or bars	33	30	34	
People selling drugs	32	33	33	
Police treating people unfairly	13	12	23	
Unemployment	28	28	32	

Question HS/MS C.30: Which of the following are major problems in your neighborhood? (Mark all that apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for “mark all that apply” items.

8. Safety and Supports at School

Table C8.1

Respect for Diversity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My class lessons include examples of my racial, ethnic, or cultural background.				
Strongly disagree	6	16	12	12
Disagree	18	33	26	19
Agree	59	41	48	56
Strongly agree	18	10	14	14
Students in this school respect each others differences.				
Strongly disagree	0	12	10	8
Disagree	12	24	19	16
Agree	47	49	54	54
Strongly agree	41	15	18	22
Adults in this school respect differences in students.				
Strongly disagree	0	7	6	7
Disagree	12	12	11	12
Agree	41	58	60	56
Strongly agree	47	23	23	26
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.				
Strongly disagree	6	7	6	8
Disagree	12	16	14	12
Agree	29	57	59	56
Strongly agree	53	20	21	24

Question HS/MS C.48-51: How strongly do you agree or disagree with the following statements about your school?... My class lessons include examples of my racial, ethnic, or cultural background... Students in this school respect each others differences (for example, gender, race, culture, sexual orientation)... Adults in this school respect differences in students (for example, gender, race, culture, sexual orientation)... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

Notes: Cells are empty if there are less than 10 respondents.

Table C8.1
Respect for Diversity - Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.				
Strongly disagree	53	39	36	42
Disagree	24	36	38	33
Agree	18	19	20	15
Strongly agree	6	6	6	10
There is a lot of tension in this school between people of different cultures, races, or ethnicities.				
Strongly disagree	47	24	26	32
Disagree	24	43	44	39
Agree	24	26	24	21
Strongly agree	6	7	7	8

Question HS/MS C.52, 53: How strongly do you agree or disagree with the following statements about your school?... I have been disrespected by an adult at this school because of my race, ethnicity, or culture... There is a lot of tension in this school between people of different cultures, races, or ethnicities.

Notes: Cells are empty if there are less than 10 respondents.

Table C8.2
Supports for Social and Emotional Learning

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school encourages students to feel responsible for how they act.				
Strongly disagree	6	8	8	11
Disagree	0	17	17	9
Agree	61	59	59	60
Strongly agree	33	16	15	20
Students are often given rewards for being good.				
Strongly disagree	6	16	17	12
Disagree	50	41	40	21
Agree	28	36	36	49
Strongly agree	17	7	7	18

Question HS/MS C.37, 38: How strongly do you agree or disagree with the following statements about your school?... This school encourages students to feel responsible for how they act... Students are often given rewards for being good.

Notes: Cells are empty if there are less than 10 respondents.

Table C8.2***Supports for Social and Emotional Learning – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school encourages students to understand how others think and feel.				
Strongly disagree	6	11	10	11
Disagree	0	26	26	19
Agree	61	53	52	56
Strongly agree	33	11	11	15
Students are taught that they can control their own behavior.				
Strongly disagree	6	11	10	11
Disagree	11	25	26	13
Agree	39	53	53	58
Strongly agree	44	11	10	18
This school helps students solve conflicts with one another.				
Strongly disagree	0	13	13	12
Disagree	17	32	32	20
Agree	50	45	46	54
Strongly agree	33	10	9	14
This school encourages students to care about how others feel.				
Strongly disagree	0	12	11	11
Disagree	17	27	27	22
Agree	44	49	51	51
Strongly agree	39	11	11	16

Question HS/MS C.39-42: How strongly do you agree or disagree with the following statements about your school?... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior.... This school helps students solve conflicts with one another... This school encourages students to care about how others feel.

Notes: Cells are empty if there are less than 10 respondents.

Table C8.3
School Responses to Bullying

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers here make it clear to students that bullying is not tolerated.				
Strongly disagree	6	7	7	9
Disagree	17	17	15	7
Agree	33	50	53	52
Strongly agree	44	26	24	32
If another student was bullying me, I would tell one of the teachers or staff at school.				
Strongly disagree	22	14	13	15
Disagree	0	30	28	24
Agree	39	39	43	43
Strongly agree	39	16	16	17
Students tell teachers when other students are being bullied.				
Strongly disagree	11	15	13	16
Disagree	22	43	41	35
Agree	44	33	37	37
Strongly agree	22	8	9	11
If I tell a teacher that someone is bullying me, the teacher will do something to help.				
Strongly disagree	6	7	7	9
Disagree	0	17	15	8
Agree	56	58	60	59
Strongly agree	39	17	18	24

Question HS/MS C.43-46: How strongly do you agree or disagree with the following statements about your school?... Teachers here make it clear to students that bullying is not tolerated... If another student was bullying me, I would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied... If I tell a teacher that someone is bullying me, the teacher will do something to help.

Notes: Cells are empty if there are less than 10 respondents.

Table C8.3
School Responses to Bullying – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students here try to stop bullying when they see it happening.				
Strongly disagree	6	16	13	14
Disagree	18	38	33	27
Agree	47	37	43	43
Strongly agree	29	9	10	15

Question HS/MS C.47: How strongly do you agree or disagree with the following statements about your school?... Students here try to stop bullying when they see it happening.

Notes: Cells are empty if there are less than 10 respondents.

Table C8.4
School Promotes Future Success

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school is giving me the skills and knowledge I need to be successful after high school.				
Strongly disagree	0	10	11	10
Disagree	24	18	20	12
Agree	29	53	54	53
Strongly agree	47	19	15	25

Question HS/MS C.55: How strongly do you agree or disagree with the following statements about your school?... This school is giving me the skills and knowledge I need to be successful after high school (getting a job or job training and/or going to college).

Notes: Cells are empty if there are less than 10 respondents.

Table C8.5
Student Supports

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
When there is a conflict at your school between students or between a teacher and a student, does your school have a way of making sure that all sides are heard before taking disciplinary action?				
Yes	32	27	30	39
No	0	20	20	12
I don't know	68	54	50	49
At my school, there is a permanent police officer or school resource officer on campus.				
Yes	11	71	79	25
No	47	6	5	32
I don't know	42	23	16	43
Police or resource officers ticket students at my school for truancy.				
Yes	11	16	20	11
No	37	14	20	26
I don't know	53	70	60	62

Question HS/MS C.34-36: When there is a conflict at your school between students or between a teacher and a student, does your school have a way of making sure that all sides are heard (like restorative justice) before taking disciplinary action?... At my school, there is a permanent police officer or school resource officer on campus... Police or resource officers ticket students at my school for truancy.

Notes: Cells are empty if there are less than 10 respondents.

9. Future Plans

Table C9.1

Future Planning and Preparation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Do you have an adult who advises and helps you think about your future?				
Yes, in school	15	13	18	19
Yes, out of school	20	36	27	20
Both in and out of school	40	40	45	49
Neither	25	10	10	12
Have you participated in internships or other learning activities that gave you skills and knowledge that will help in your future?				
Yes, in school	22	17	18	20
Yes, out of school	22	22	26	14
Both in and out of school	17	16	19	19
Neither	39	45	37	47
What do you plan to do after high school? (Mark all that apply.)[†]				
Go to a 2 year college	5	12	20	43
Go to a 4 year college/university	63	78	80	42
Attend a trade school or receive other job training	5	6	6	14
Get a job	42	47	45	50
Enter the military	5	9	9	21
Travel	32	31	30	24
Volunteer or do an internship at an organization	16	17	22	10
I don't know yet	26	18	12	18

Question HS/MS C.31-33: Do you have an adult who advises and helps you think about your future, such as how to apply for college, get a job, or get job training?... Have you participated in internships or other learning activities that gave you skills and knowledge that will help in your future?... What do you plan to do after high school? (Mark all that apply.)

Notes: Cells are empty if there are less than 10 respondents. [†]Total percentages may exceed 100% for “mark all that apply” items.

Gender & Sex-Based Harassment Module

1. Module Sample

Table I1.1

Student Sample for Gender & Sex-Based Harassment Module

	Grade 7	Grade 9	Grade 11	NT ^A
Student Sample Size				
Target sample	7,189	8,559	6,473	454
Final number	5,428	3,755	3,161	225
Average Response Rate	76%	44%	49%	50%

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Gender Identity and Sexual Orientation

Table I2.1

Gender Identity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Female	50	50	52	44
Male	48	46	44	51
Transgender	1	2	1	3
Questioning	2	3	3	1

Question HS/MS I.53: What is your gender?

Note: Cells are empty if there are less than 10 respondents.

Table I2.2

Sexual Orientation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Lesbian/Gay	1	2	3	3
Bisexual	5	7	7	8
Straight/Heterosexual	76	78	78	78
Questioning	3	3	3	2
Other	3	3	2	3
Decline to respond	12	8	7	6

Question HS/MS I.52: Which of the following best describes your sexual orientation?

Note: Cells are empty if there are less than 10 respondents.

3. Perceptions of LGBT-Related School Safety

Table I3.1

Student Perceptions of School Safety, LGBT-Specific

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>My school is safe for...</i>				
guys who are not as “masculine” as other guys.				
Strongly disagree	9	10	8	12
Disagree	19	19	14	12
Agree	54	57	61	58
Strongly agree	18	14	17	17
girls who are not as “feminine” as other girls.				
Strongly disagree	8	9	7	12
Disagree	17	18	13	11
Agree	55	59	63	59
Strongly agree	19	15	17	18
students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ).				
Strongly disagree	11	9	7	12
Disagree	20	18	13	12
Agree	48	57	61	58
Strongly agree	20	16	19	18
students with LGBTQ parents.				
Strongly disagree	10	9	7	10
Disagree	17	16	11	14
Agree	52	59	63	58
Strongly agree	21	16	20	18

Question HS/MS I.1-4: My school is safe for... guys who are not as “masculine” as other guys... girls who are not as “feminine” as other girls... students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ)... students with LGBTQ parents.

Note: Cells are empty if there are less than 10 respondents.

Table I3.1***Student Perceptions of School Safety, LGBT-Specific – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>My school is safe for...</i>				
teachers and staff who are LGBTQ.				
Strongly disagree	9	9	7	11
Disagree	18	17	12	13
Agree	52	58	62	57
Strongly agree	21	16	19	18
straight allies (people who are supportive of LGBTQ people).				
Strongly disagree	8	8	6	11
Disagree	14	14	10	11
Agree	52	59	62	58
Strongly agree	26	18	21	21

Question HS/MS I.5-6: My school is safe for... teachers and staff who are LGBTQ... straight allies (people who are supportive of LGBTQ people).

Note: Cells are empty if there are less than 10 respondents.

4. Bullying Incidents, Negative Attitudes, and Pro-Bullying Beliefs

Table I4.1

Bullying Incidents on School Property during the Past 12 months, LGBT-Specific

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?...</i>				
Because you are gay, lesbian, bisexual, or transgender or someone thought you were				
0 times	89	91	93	94
1 time	5	4	3	4
2-3 times	3	2	2	0
4 or more times	4	3	2	2
Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls				
0 times	85	88	92	90
1 time	6	6	4	3
2-3 times	4	3	2	4
4 or more times	4	2	2	2
Because you have LGBTQ parents or family members or because someone thought they were				
0 times	96	95	97	93
1 time	1	2	1	4
2-3 times	1	2	1	0
4 or more times	1	1	1	3
Because you have LGBTQ friends or because someone thought they were				
0 times	91	92	95	93
1 time	5	4	2	3
2-3 times	2	2	1	1
4 or more times	3	2	1	3

Question HS/MS I.7-10: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Because you are gay, lesbian, bisexual, or transgender or someone thought you were... Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls... Because you have LGBTQ parents or family members or because someone thought they were... Because you have LGBTQ friends or because someone thought they were.

Note: Cells are empty if there are less than 10 respondents.

Table I4.2
Offensive LGBTQ-Related Language

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How often do you hear...</i>				
anti-LGBTQ slurs at schools?				
Never	23	28	31	48
Rarely	19	20	23	19
Sometimes	25	23	24	18
Often	33	29	22	15
negative comments and slurs at school about someone's sex or gender?				
Never	29	32	35	54
Rarely	25	25	26	18
Sometimes	24	22	23	15
Often	22	20	15	13

Question HS/MS I.24, 25: How often do you hear anti-LGBTQ slurs at schools (example: when someone says “that’s so gay” to mean something bad)?... How often do you hear negative comments and slurs at school about someone’s sex or gender (example: “he is so girly” to mean something bad)?

Note: Cells are empty if there are less than 10 respondents.

Table I4.3
Offensive LGBTQ-Related Language among Peers

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How often do you hear other students make negative comments or use slurs based on...				
sex (male or female)?				
Never	38	40	42	61
Rarely	28	25	26	23
Sometimes	21	22	22	10
Often	12	12	10	6
sexual orientation?				
Never	33	36	39	58
Rarely	23	24	27	23
Sometimes	24	23	22	13
Often	20	17	12	6
gender identity or expression?				
Never	41	41	43	62
Rarely	25	24	27	22
Sometimes	20	21	20	10
Often	14	14	10	6
having LGBTQ parents or family members?				
Never	64	58	61	67
Rarely	21	22	23	23
Sometimes	9	12	11	8
Often	7	8	5	3
having LGBTQ friends?				
Never	54	54	57	65
Rarely	24	23	24	24
Sometimes	13	15	13	7
Often	9	8	6	4

Question HS/MS I.26-30: How often do you hear other students make negative comments or use slurs based on... sex (male or female)?... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?... having LGBTQ parents or family members?... having LGBTQ friends?

Note: Cells are empty if there are less than 10 respondents.

Table I4.4*Offensive LGBT-Related Language among Adults*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How often do you hear teachers or school staff make negative comments or use slurs based on...</i>				
sex (male or female)?				
Never	85	80	79	84
Rarely	9	11	12	10
Sometimes	4	6	6	3
Often	2	3	3	3
sexual orientation?				
Never	87	81	81	81
Rarely	8	11	12	10
Sometimes	3	6	5	6
Often	2	2	2	3
gender identity or expression?				
Never	87	81	82	84
Rarely	8	11	11	9
Sometimes	4	6	5	5
Often	2	2	2	3
having LGBTQ parents or family members?				
Never	89	83	84	85
Rarely	6	9	9	9
Sometimes	3	5	4	3
Often	2	2	2	3
having LGBTQ friends?				
Never	89	83	85	85
Rarely	6	9	9	8
Sometimes	3	6	4	4
Often	2	2	2	3

Question HS/MS I.36-40: How often do you hear teachers or school staff make negative comments or use slurs based on... sex (male or female)?... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?... having LGBTQ parents or family members?... having LGBTQ friends?

Note: Cells are empty if there are less than 10 respondents.

Table I4.5
Pro-Bullying Attitudes

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students who are bullied or teased mostly deserve it.				
Strongly disagree	52	44	51	47
Disagree	31	33	30	30
Agree	12	17	16	17
Strongly agree	5	5	4	6
Bullying is sometimes fun to do.				
Strongly disagree	66	54	58	53
Disagree	20	26	23	26
Agree	9	15	15	14
Strongly agree	4	5	4	7

Question HS/MS I.50, 51: How much do you agree with the following statements?... Students who are bullied or teased mostly deserve it... Bullying is sometimes fun to do.

Note: Cells are empty if there are less than 10 respondents.

5. Intervening Behaviors, Response to Bullying, and Supports

Table I5.1

Intervening Behaviors by Peers, LGBT-Specific

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How often do you see or hear other students STOP others from making negative comments or using slurs based on the following characteristics?...</i>				
sex (male or female)?				
Never stop	22	23	21	22
Rarely stop	18	17	16	10
Sometimes stop	21	21	21	17
Often stop	13	11	13	12
Not applicable	25	28	30	39
sexual orientation?				
Never stop	21	22	20	22
Rarely stop	20	18	16	9
Sometimes stop	22	22	21	18
Often stop	14	12	14	12
Not applicable	23	27	28	38
gender identity or expression?				
Never stop	21	22	20	20
Rarely stop	19	18	16	11
Sometimes stop	21	20	20	17
Often stop	14	11	13	11
Not applicable	26	29	30	41

Question HS/MS I.31-33: How often do you see or hear other students STOP others from making negative comments or using slurs based on the following characteristics? Mark Not Applicable if you have never observed a situation where students had the opportunity to intervene... sex (male or female)?... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?

Note: Cells are empty if there are less than 10 respondents.

Table I5.1***Intervening Behaviors by Peers, LGBT-Specific – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How often do you see or hear other students STOP others from making negative comments or using slurs based on the following characteristics?... having LGBTQ parents or family members?</i>				
Never stop				
Never stop	22	22	20	21
Rarely stop	15	15	14	9
Sometimes stop	17	18	16	15
Often stop	13	11	12	12
Not applicable	34	35	37	43
<i>having LGBTQ friends?</i>				
Never stop				
Never stop	21	21	20	20
Rarely stop	15	15	14	9
Sometimes stop	18	18	18	17
Often stop	14	12	13	12
Not applicable	31	33	36	42

Question HS/MS I.34, 35: How often do you see or hear other students STOP others from making negative comments or using slurs based on the following characteristics? Mark Not Applicable if you have never observed a situation where students had the opportunity to intervene... having LGBTQ parents or family members?... having LGBTQ friends?

Note: Cells are empty if there are less than 10 respondents.

Table I5.2**Intervening Behaviors by Adults, LGBT-Specific**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How often do you see or hear teachers or school staff STOP others from making negative comments or using slurs based on the following characteristics?...				
sex (male or female)?				
Never stop	15	18	16	18
Rarely stop	9	9	9	6
Sometimes stop	14	15	15	10
Often stop	31	24	23	28
Not applicable	31	33	37	38
sexual orientation?				
Never stop	14	17	15	18
Rarely stop	9	9	9	7
Sometimes stop	14	16	15	9
Often stop	33	26	24	28
Not applicable	29	32	37	38
gender identity or expression?				
Never stop	15	17	15	18
Rarely stop	9	9	9	7
Sometimes stop	14	16	14	8
Often stop	31	24	23	27
Not applicable	31	33	38	40
having LGBTQ parents or family members?				
Never stop	15	18	16	19
Rarely stop	8	9	8	6
Sometimes stop	13	14	14	9
Often stop	28	23	21	26
Not applicable	35	37	41	40
having LGBTQ friends?				
Never stop	15	18	16	18
Rarely stop	8	9	9	5
Sometimes stop	13	14	14	10
Often stop	29	23	21	26
Not applicable	34	37	41	40

Question HS/MS I.41-45: How often do you see or hear teachers or school staff STOP others from making negative comments or using slurs based on the following characteristics? Mark Not Applicable if you have never observed a situation where teachers or other school staff had the opportunity to intervene... sex (male or female)?... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?... having LGBTQ parents or family members?... having LGBTQ friends?

Note: Cells are empty if there are less than 10 respondents.

Table I5.3***Student Response to Bullying***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
If another student was bullying me, I would tell the principal or assistant principal.				
Strongly disagree	17	22	20	18
Disagree	22	28	29	29
Agree	37	38	40	39
Strongly agree	24	12	11	14
If another student was bullying me, I would tell one of the teachers or other staff at school.				
Strongly disagree	16	19	17	20
Disagree	21	25	25	27
Agree	39	42	46	38
Strongly agree	25	13	13	14
If I tell a teacher that someone is bullying me, the teacher will do something to help.				
Strongly disagree	11	13	12	14
Disagree	14	18	17	14
Agree	47	54	56	55
Strongly agree	27	15	14	16

Question HS/MS I.46-48: How much do you agree with the following statements?... If another student was bullying me, I would tell the principal or assistant principal... If another student was bullying me, I would tell one of the teachers or other staff at school... If I tell a teacher that someone is bullying me, the teacher will do something to help.

Note: Cells are empty if there are less than 10 respondents.

Table I5.4**Willingness to Seek Help about LGBTQ-Related Issues at School**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...</i>				
a school counselor or school psychologist?				
Not at all likely	38	47	50	46
A little likely	36	37	36	33
Very likely	26	16	14	22
a teacher?				
Not at all likely	50	53	50	45
A little likely	36	36	37	35
Very likely	14	11	13	20
a school principal or assistant principal?				
Not at all likely	54	59	62	49
A little likely	30	31	28	35
Very likely	16	10	9	16
other adults at school?				
Not at all likely	63	61	63	49
A little likely	28	30	29	35
Very likely	10	8	9	15
a friend at your school?				
Not at all likely	34	35	29	39
A little likely	35	38	38	39
Very likely	31	27	34	22

Question HS/MS I.14-18: If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to... a school counselor or school psychologist?... a teacher?... a school principal or assistant principal?... other adults at school (e.g., the school custodian, hallway monitor, or parent volunteer)?... a friend at your school?

Note: Cells are empty if there are less than 10 respondents.

Table I5.5**Willingness to Seek Help about LGBTQ-Related Issues outside of School**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...</i>				
an older brother or sister?				
Not at all likely	45	46	47	46
A little likely	30	34	32	35
Very likely	26	20	21	19
your parent or guardian?				
Not at all likely	32	41	43	45
A little likely	29	35	34	33
Very likely	40	25	23	23
a friend's parent or other adult not at school?				
Not at all likely	60	56	56	48
A little likely	28	33	32	33
Very likely	12	11	12	19

Question HS/MS I.19-21: If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to... an older brother or sister?... your parent or guardian?... a friend's parent or other adult not at school?

Note: Cells are empty if there are less than 10 respondents.

Table I5.6**Supports from Adults on Personal Problems**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
There are adults at this school I could turn to if I had a personal problem.				
Strongly disagree				
Strongly disagree	16	18	15	16
Disagree	21	24	21	17
Agree	39	44	50	52
Strongly agree	23	14	14	16

Question HS/MS I.49: How much do you agree with the following statements?... There are adults at this school I could turn to if I had a personal problem.

Note: Cells are empty if there are less than 10 respondents.

6. School Resources and Policies

Table I6.1

Knowledge of LGBT-Specific Resources and Policies at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students?				
Yes	48	52	66	16
No	16	7	5	20
Don't know	36	41	29	64
Do you talk about LGBTQ people or issues in your classes at school?				
Yes	19	23	29	18
No	53	41	42	32
Don't know	28	37	29	49
If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?				
Yes	33	28	36	21
No	29	22	21	19
Don't know	38	51	43	60

Question HS/MS I.11-13: Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students (e.g., Gay-Straight Alliances)?... Do you talk about LGBTQ people or issues in your classes at school?... If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?

Note: Cells are empty if there are less than 10 respondents.

Table I6.2
School Policy on Gender & Sex-Based Harassment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Does your school have a policy that prohibits students and staff from harassing someone based on...</i>				
sexual orientation?				
Yes	47	41	49	41
No	10	10	10	13
Don't know	44	49	42	46
gender identity or expression?				
Yes	44	40	47	41
No	10	10	10	13
Don't know	45	50	43	46

Question HS/MS I.22, 23: Does your school have a policy that prohibits students and staff from harassing someone based on... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?

Note: Cells are empty if there are less than 10 respondents.

School Climate Module

1. Module Sample

Table N1.1

Student Sample for School Climate Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	7,189	8,559	6,473	454
Final number	5,692	3,891	3,256	225
Average Response Rate	79%	45%	50%	50%

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Supports for Learning & Student Academic Engagement

Table N2.1

Supports for Learning

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students at this school are motivated to learn.				
Strongly disagree	10	13	11	12
Disagree	15	14	14	8
Neither disagree nor agree	38	37	35	34
Agree	27	26	30	32
Strongly agree	10	9	9	15
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.				
Strongly disagree	6	9	8	9
Disagree	7	9	8	6
Neither disagree nor agree	20	28	27	17
Agree	38	38	41	48
Strongly agree	29	16	16	20
My teachers work hard to help me with my schoolwork when I need it.				
Strongly disagree	6	9	8	9
Disagree	6	8	8	4
Neither disagree nor agree	22	29	27	18
Agree	40	39	42	47
Strongly agree	27	15	15	22
Teachers show how classroom lessons are helpful to students in real life.				
Strongly disagree	8	13	11	9
Disagree	11	13	14	9
Neither disagree nor agree	23	31	32	21
Agree	36	31	32	44
Strongly agree	21	12	11	18

Question HS/MS N.1-4: How strongly do you agree or disagree with the following statements about your school?... Students at this school are motivated to learn... Adults at this school encourage me to work hard so I can be successful in college or at the job I choose... My teachers work hard to help me with my schoolwork when I need it... Teachers show how classroom lessons are helpful to students in real life.

Note: Cells are empty if there are less than 10 respondents.

Table N2.1
Supports for Learning – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers give students a chance to take part in classroom discussions or activities.				
Strongly disagree	5	8	7	8
Disagree	4	6	6	4
Neither disagree nor agree	18	26	25	17
Agree	44	44	46	48
Strongly agree	30	17	16	22
This school is a supportive and inviting place for students to learn.				
Strongly disagree	7	9	8	9
Disagree	7	8	8	6
Neither disagree nor agree	26	32	32	18
Agree	37	37	39	48
Strongly agree	23	13	13	20
Teachers go out of their way to help students.				
Strongly disagree	7	10	8	8
Disagree	9	11	10	5
Neither disagree nor agree	28	34	33	17
Agree	35	32	35	47
Strongly agree	21	13	14	22
Teachers help students catch up when they return from an absence.				
Strongly disagree	10	12	10	9
Disagree	14	15	14	7
Neither disagree nor agree	26	31	31	21
Agree	31	31	33	46
Strongly agree	19	12	12	18

Question HS/MS N.5-8: How strongly do you agree or disagree with the following statements about your school?... Teachers give students a chance to take part in classroom discussions or activities... This school is a supportive and inviting place for students to learn... Teachers go out of their way to help students... Teachers help students catch up when they return from an absence.

Note: Cells are empty if there are less than 10 respondents.

Table N2.1
Supports for Learning – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My teachers give me useful feedback on my work.				
Strongly disagree	7	10	8	9
Disagree	8	10	11	6
Neither disagree nor agree	24	30	32	21
Agree	37	36	37	43
Strongly agree	23	14	13	21
My classroom is so crowded it is hard to concentrate and learn.				
Strongly disagree	18	14	14	21
Disagree	31	27	29	34
Neither disagree nor agree	32	45	44	35
Agree	12	10	10	6
Strongly agree	6	4	3	5

Question HS/MS N.9, 42: How strongly do you agree or disagree with the following statements about your school?... My teachers give me useful feedback on my work... My classroom is so crowded it is hard to concentrate and learn.

Note: Cells are empty if there are less than 10 respondents.

Table N2.2***Student Academic Mindset and Learning Engagement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students pay attention in class.				
Strongly disagree	12	11	8	9
Disagree	22	18	15	9
Neither disagree nor agree	45	50	49	52
Agree	18	17	24	23
Strongly agree	4	4	4	7
Students try their best in school.				
Strongly disagree	10	9	7	9
Disagree	14	13	11	8
Neither disagree nor agree	47	52	50	44
Agree	23	20	26	29
Strongly agree	6	5	6	10
Students usually follow the rules at school.				
Strongly disagree	12	9	7	11
Disagree	18	14	11	9
Neither disagree nor agree	38	46	45	40
Agree	26	25	32	32
Strongly agree	6	5	5	9
Students turn in their homework on time.				
Strongly disagree	12	9	6	10
Disagree	17	14	12	9
Neither disagree nor agree	47	51	50	49
Agree	20	20	27	23
Strongly agree	4	5	5	8

Question HS/MS N.46-49: How strongly do you agree or disagree with the following statements about your school?... Students pay attention in class... Students try their best in school... Students usually follow the rules at school... Students turn in their homework on time.

Note: Cells are empty if there are less than 10 respondents.

3. Fairness and Respect for Diversity

Table N3.1

Fairness and Respect

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Adults at this school treat all students with respect.				
Strongly disagree	9	9	8	10
Disagree	13	10	11	7
Neither disagree nor agree	28	33	32	19
Agree	32	34	36	44
Strongly agree	19	14	13	20
Students treat teachers with respect.				
Strongly disagree	14	13	9	13
Disagree	21	19	17	11
Neither disagree nor agree	38	40	39	31
Agree	19	21	26	32
Strongly agree	8	8	8	13
The school rules are fair.				
Strongly disagree	11	9	9	11
Disagree	14	10	11	9
Neither disagree nor agree	31	37	36	26
Agree	29	33	34	39
Strongly agree	15	11	10	16
All students are treated fairly when they break school rules.				
Strongly disagree	12	10	9	9
Disagree	16	12	12	10
Neither disagree nor agree	30	36	37	22
Agree	28	31	32	43
Strongly agree	15	11	10	16

Question HS/MS N.10-13: How strongly do you agree or disagree with the following statements about your school?... Adults at this school treat all students with respect... Students treat teachers with respect... The school rules are fair... All students are treated fairly when they break school rules.

Note: Cells are empty if there are less than 10 respondents.

Table N3.2
Respect for Diversity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.				
Strongly disagree	47	33	31	38
Disagree	25	29	30	32
Neither disagree nor agree	17	30	30	24
Agree	7	6	6	4
Strongly agree	4	3	3	2
There is a lot of tension in this school between people of different cultures, races, or ethnicities.				
Strongly disagree	27	24	24	31
Disagree	24	29	31	28
Neither disagree nor agree	30	37	35	31
Agree	13	8	7	6
Strongly agree	6	3	3	5
Students in this school respect each other's differences.				
Strongly disagree	12	11	10	13
Disagree	15	13	12	11
Neither disagree nor agree	33	41	38	35
Agree	28	25	28	28
Strongly agree	13	10	11	13
Adults in this school respect differences in students.				
Strongly disagree	7	9	8	13
Disagree	6	9	8	9
Neither disagree nor agree	25	37	37	27
Agree	33	31	33	35
Strongly agree	29	15	14	17

Question HS/MS N.36-39: How strongly do you agree or disagree with the following statements about your school?... I have been disrespected by an adult at this school because of my race, ethnicity, or culture... There is a lot of tension in this school between people of different cultures, races, or ethnicities... Students in this school respect each other's differences (for example, gender, race, culture, sexual orientation)... Adults in this school respect differences in students (for example, gender, race, culture, sexual orientation).

Note: Cells are empty if there are less than 10 respondents.

Table N3.2
Respect for Diversity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.				
Strongly disagree	7	9	8	11
Disagree	6	8	9	7
Neither disagree nor agree	29	41	39	33
Agree	33	29	32	33
Strongly agree	25	13	12	15

Question HS/MS N.40: How strongly do you agree or disagree with the following statements about your school?... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

Note: Cells are empty if there are less than 10 respondents.

4. Disciplinary Environment

Table N4.1

Consistency and Clarity of Rules and Expectations

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school clearly informs students what would happen if they break school rules.				
Strongly disagree	6	8	8	9
Disagree	7	9	9	5
Neither disagree nor agree	21	31	31	18
Agree	38	36	39	45
Strongly agree	28	15	13	23
Rules in this school are made clear to students.				
Strongly disagree	5	7	6	6
Disagree	8	10	9	5
Neither disagree nor agree	27	38	39	29
Agree	41	35	37	42
Strongly agree	18	10	9	19
This school makes it clear how students are expected to act.				
Strongly disagree	4	6	6	6
Disagree	5	7	6	2
Neither disagree nor agree	24	36	37	28
Agree	45	40	42	44
Strongly agree	22	10	10	19

Question HS/MS N.14, 19-20: How strongly do you agree or disagree with the following statements about your school?... This school clearly informs students what would happen if they break school rules... Rules in this school are made clear to students... This school makes it clear how students are expected to act.

Note: Cells are empty if there are less than 10 respondents.

Table N4.2
Disciplinary Harshness

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The rules in this school are too strict.				
Strongly disagree	11	11	9	12
Disagree	21	22	20	16
Neither disagree nor agree	36	44	43	34
Agree	19	16	19	23
Strongly agree	13	8	8	15
It is easy for students to get kicked out of class or get suspended.				
Strongly disagree	9	9	8	9
Disagree	17	14	17	10
Neither disagree nor agree	33	44	45	38
Agree	23	23	22	29
Strongly agree	17	10	8	15
Students get in trouble for breaking small rules.				
Strongly disagree	6	9	8	9
Disagree	11	13	15	11
Neither disagree nor agree	29	41	43	35
Agree	31	26	25	30
Strongly agree	22	11	9	15
Teachers are very strict here.				
Strongly disagree	7	8	7	10
Disagree	19	17	21	17
Neither disagree nor agree	49	55	54	53
Agree	17	15	14	15
Strongly agree	8	5	4	5

Question HS/MS N.15-18: How strongly do you agree or disagree with the following statements about your school?... The rules in this school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.

Note: Cells are empty if there are less than 10 respondents.

5. Student Peer Relationships

Table N5.1

Peer Caring Relationships

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students enjoy doing things with each other during school activities.				
Strongly disagree	6	7	6	8
Disagree	7	7	7	5
Neither disagree nor agree	31	39	38	37
Agree	37	37	39	38
Strongly agree	20	10	11	11
Students care about each other.				
Strongly disagree	8	8	7	9
Disagree	11	9	8	6
Neither disagree nor agree	36	43	40	43
Agree	31	31	35	33
Strongly agree	14	9	10	9
Students treat each other with respect.				
Strongly disagree	11	8	7	8
Disagree	17	12	10	6
Neither disagree nor agree	40	45	41	42
Agree	23	27	34	34
Strongly agree	8	7	8	10
Students get along well with each other.				
Strongly disagree	8	7	6	8
Disagree	13	9	8	7
Neither disagree nor agree	43	47	43	37
Agree	27	30	34	36
Strongly agree	9	8	9	12

Question HS/MS N.21-24: How strongly do you agree or disagree with the following statements about your school?... Students enjoy doing things with each other during school activities... Students care about each other... Students treat each other with respect... Students get along well with each other.

Note: Cells are empty if there are less than 10 respondents.

6. Social and Emotional Learning

Table N6.1

Supports for Social and Emotional Learning

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school encourages students to feel responsible for how they act.				
Strongly disagree	7	7	6	6
Disagree	8	8	7	4
Neither disagree nor agree	31	40	40	30
Agree	38	35	37	45
Strongly agree	17	10	9	15
Students are often given rewards for being good.				
Strongly disagree	14	13	12	7
Disagree	16	18	19	7
Neither disagree nor agree	30	42	40	31
Agree	27	21	22	39
Strongly agree	12	6	7	16
This school encourages students to understand how others think and feel.				
Strongly disagree	8	9	7	7
Disagree	9	9	9	6
Neither disagree nor agree	34	43	40	37
Agree	35	30	34	35
Strongly agree	14	9	9	15
Students are taught that they can control their own behavior.				
Strongly disagree	6	8	7	7
Disagree	9	9	9	5
Neither disagree nor agree	30	40	40	28
Agree	39	34	36	44
Strongly agree	16	9	9	16

Question HS/MS N.25-28: How strongly do you agree or disagree with the following statements about your school?... This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior.

Note: Cells are empty if there are less than 10 respondents.

Table N6.1*Supports for Social and Emotional Learning – Continued*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school helps students solve conflicts with one another.				
Strongly disagree	8	8	8	7
Disagree	11	10	11	5
Neither disagree nor agree	32	42	42	34
Agree	34	31	32	40
Strongly agree	14	9	8	14
This school encourages students to care about how others feel.				
Strongly disagree	7	8	7	7
Disagree	9	10	9	5
Neither disagree nor agree	32	42	40	35
Agree	37	32	35	40
Strongly agree	15	9	9	14

Question HS/MS N.29-30: How strongly do you agree or disagree with the following statements about your school?... This school helps students solve conflicts with one another... This school encourages students to care about how others feel.

Note: Cells are empty if there are less than 10 respondents.

7. School Anti-Bullying Climate

Table N7.1

School Responses to Bullying

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers here make it clear to students that bullying is not tolerated.				
Strongly disagree	5	7	6	6
Disagree	5	6	6	2
Neither disagree nor agree	20	35	36	30
Agree	34	36	37	43
Strongly agree	35	15	15	19
If another student was bullying me, I would tell one of the teachers or staff at school.				
Strongly disagree	11	11	9	9
Disagree	10	12	12	8
Neither disagree nor agree	26	38	37	33
Agree	27	27	30	34
Strongly agree	26	12	11	16
Students tell teachers when other students are being bullied.				
Strongly disagree	12	11	10	9
Disagree	16	16	15	10
Neither disagree nor agree	37	44	42	39
Agree	23	22	25	30
Strongly agree	12	8	8	12

Question HS/MS N.31-33: How strongly do you agree or disagree with the following statements about your school?... Teachers here make it clear to students that bullying is not tolerated... If another student was bullying me, I would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied.

Note: Cells are empty if there are less than 10 respondents.

Table N7.1
School Responses to Bullying – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
If I tell a teacher that someone is bullying me, the teacher will do something to help.				
Strongly disagree	7	7	6	6
Disagree	6	7	6	4
Neither disagree nor agree	28	38	38	28
Agree	34	35	37	46
Strongly agree	25	13	12	15
Students here try to stop bullying when they see it happening.				
Strongly disagree	14	12	9	8
Disagree	15	13	12	8
Neither disagree nor agree	37	43	42	37
Agree	22	24	27	33
Strongly agree	12	8	9	14

Question HS/MS N.34-35: How strongly do you agree or disagree with the following statements about your school?... If I tell a teacher that someone is bullying me, the teacher will do something to help... Students here try to stop bullying when they see it happening.

Note: Cells are empty if there are less than 10 respondents.

8. Facilities Physical Environment

Table N8.1

Quality of Physical Environment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The schoolyard and buildings are clean and in good condition.				
Strongly disagree	11	11	10	11
Disagree	15	13	14	9
Neither disagree nor agree	34	43	43	34
Agree	28	26	27	36
Strongly agree	11	7	6	11
The school grounds are kept clean.				
Strongly disagree	13	11	8	8
Disagree	17	14	13	5
Neither disagree nor agree	32	41	40	29
Agree	29	28	31	43
Strongly agree	9	7	6	14

Question HS/MS N.41, 45: How strongly do you agree or disagree with the following statements about your school?... The schoolyard and buildings are clean and in good condition... The school grounds are kept clean.
Note: Cells are empty if there are less than 10 respondents.

9. Scheduled Lunch

Table N9.1

Scheduled Lunch at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I eat my lunch at the right time of day.				
Strongly disagree	11	11	10	12
Disagree	12	12	11	9
Neither disagree nor agree	28	40	40	37
Agree	32	29	31	31
Strongly agree	17	9	8	11
I have plenty of time to eat my lunch.				
Strongly disagree	15	13	12	12
Disagree	13	12	13	8
Neither disagree nor agree	24	37	38	35
Agree	29	28	30	33
Strongly agree	20	10	8	12

Question HS/MS N.43, 44: How strongly do you agree or disagree with the following statements about your school?... I eat my lunch at the right time of day... I have plenty of time to eat my lunch.

Note: Cells are empty if there are less than 10 respondents.

Z. San Diego Unified Custom Questions

1. Module Sample

Table Z1.1

Student Sample for Custom Questions

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	7,189	8,559	6,473	454
Final number	19	4,197	3,502	231
Average Response Rate	0%	49%	54%	51%

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Custom Questions

Table AZ.2.1

If you have ever used marijuana, where did you get it from? (Select all that apply)

	Grade				
	7th %	9th %	11th %	NT %	Total %
Friend, relative or family member	0	16	25	36	20
Someone you just met or didn't know well	0	4	6	14	6
Drug dealer	0	8	10	24	9
Medical marijuana dispensary/pot shop	0	4	7	20	5
Internet	0	2	2	4	2
Mexico	0	3	3	6	3
Home delivery	0	2	3	7	2
I grew it or I got it from someone who grew it	0	3	4	8	3
I have never used marijuana	100	79	70	46	74

Question HS/MS Z.1.

Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for “mark all that apply” items.

Table AZ.2.2

If you have ever used marijuana or concentrated marijuana (wax, honey, oil, edibles) how did you consume it?

	Grade				
	7th %	9th %	11th %	NT %	Total %
Smoke	0	13	20	39	17
Eat	0	4	5	10	5
Vape/Vaporize/E-cigarette	0	3	3	4	3
Hookah Pipe	0	1	1	0	1
Other	0	1	1	4	1
I have never used marijuana	100	78	69	43	73

Question HS/MS Z.2.

Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.3

During your life, how many times have you ever driven a car when you had been using marijuana, or been in a car driven by a friend when he or she had been using marijuana?

	Grade				
	7th %	9th %	11th %	NT %	Total %
Never	100	90	82	73	86
1-2 times	0	5	8	8	6
3-6 times	0	2	4	6	3
7-10 times	0	1	2	4	1
11-20 times	0	1	1	2	1
21 or more times	0	2	4	7	3

Question HS/MS Z.3.

Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.4

Have you ever used Synthetic Cannabinoids, (Spice, K-2)?

	Grade				
	7th %	9th %	11th %	NT %	Total %
Never	100	97	97	88	97
1-2 times	0	1	1	6	1
3-6 times	0	1	0	3	1
7-10 times	0	0	0	1	0
11-20 times	0	0	0	0	0
21 or more times	0	1	0	2	1

Question HS/MS Z.4.

Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.5**Have you ever used Synthetic Cathinones/Stimulants (Bath Salts)?**

	Grade				Total %
	7th %	9th %	11th %	NT %	
Never	82	97	98	95	97
1-2 times	6	1	0	2	1
3-6 times	0	1	0	0	1
7-10 times	6	0	0	1	1
11-20 times	0	0	0	0	0
21 or more times	6	1	0	2	1

*Question HS/MS Z.5.**Note: Columns are not displayed if there are less than 10 respondents.***Table AZ.2.6****If you have ever used synthetic drugs (Spice/Bath Salts) where did you get them?**

	Grade				Total %
	7th %	9th %	11th %	NT %	
Friend, relative or family member	0	2	2	4	2
Someone you just met or didn't know well	0	1	0	2	1
Drug dealer	0	1	0	1	1
Smoke shop	0	0	0	1	0
Retail store	12	1	0	1	1
Internet	0	0	0	0	0
Mexico	0	1	1	1	1
Home delivery	0	0	0	0	0
I have never used synthetic drugs	88	95	95	89	95

*Question HS/MS Z.6.**Note: Columns are not displayed if there are less than 10 respondents.*

Table AZ.2.7

Prescription pain killers (VicodinTM, OxyContinTM, PercodanTM, LortabTM) - During the past 30 days, how many times have you used Synthetic Drugs (Spice/Bath Salts) or tried the following pills or medications, without a doctor's order (to get "high" or "stoned")?

	Grade				
	7th %	9th %	11th %	NT %	Total %
0 times	100	96	97	90	97
1 time	0	1	1	3	1
2 times	0	1	0	2	1
3 times	0	0	0	2	0
4-6 times	0	0	0	1	0
7 or more times	0	1	1	2	1

Question HS/MS Z.7.

Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.8

Barbiturates (SeconolTM, NembutolTM, AmitalTM, reds, yellow jackets) - During the past 30 days, how many times have you used Synthetic Drugs (Spice/Bath Salts) or tried the following pills or medications, without a doctor's order (to get "high" or "stoned")?

	Grade				
	7th %	9th %	11th %	NT %	Total %
0 times	100	98	99	95	98
1 time	0	1	0	1	1
2 times	0	1	0	1	0
3 times	0	0	0	1	0
4-6 times	0	0	0	0	0
7 or more times	0	0	0	1	0

Question HS/MS Z.8.

Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.9

Tranquilizers, or sedatives, (tranks, libs, XanaxTM, ValiumTM, AtivanTM, LibriumTM, KlonipinTM, bezodiazepine (benzos)) - During the past 30 days, how many times have you used Synthetic Drugs (Spice/Bath Salts) or tried the following pills or medications, without a doctor's order (to get "high" or "stoned")?

	Grade				
	7th %	9th %	11th %	NT %	Total %
0 times	100	97	97	89	97
1 time	0	1	1	3	1
2 times	0	1	1	4	1
3 times	0	0	0	1	0
4-6 times	0	0	0	0	0
7 or more times	0	0	0	3	1

Question HS/MS Z.9.

Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.10

RitalinTM or AdderallTM (JIF, Rball, Skippy, the smart drug) - During the past 30 days, how many times have you used Synthetic Drugs (Spice/Bath Salts) or tried the following pills or medications, without a doctor's order (to get "high" or "stoned")?

	Grade				
	7th %	9th %	11th %	NT %	Total %
0 times	100	97	98	92	97
1 time	0	1	1	2	1
2 times	0	1	0	1	1
3 times	0	1	0	2	0
4-6 times	0	0	0	2	0
7 or more times	0	0	1	2	1

Question HS/MS Z.10.

Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.11

Synthetic Canabinoids (Spice, K-2) - During the past 30 days, how many times have you used Synthetic Drugs (Spice/Bath Salts) or tried the following pills or medications, without a doctor's order (to get "high" or "stoned")?

	Grade				
	7th %	9th %	11th %	NT %	Total %
0 times	100	97	98	95	98
1 time	0	1	0	1	1
2 times	0	1	0	2	1
3 times	0	0	0	1	0
4-6 times	0	0	0	0	0
7 or more times	0	0	0	1	0

Question HS/MS Z.11.

Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.12

Synthetic Stimulants (Bath Salts) - During the past 30 days, how many times have you used Synthetic Drugs (Spice/Bath Salts) or tried the following pills or medications, without a doctor's order (to get "high" or "stoned")?

	Grade				
	7th %	9th %	11th %	NT %	Total %
0 times	100	98	99	94	98
1 time	0	1	0	2	0
2 times	0	1	0	1	0
3 times	0	0	0	1	0
4-6 times	0	0	0	0	0
7 or more times	0	1	0	2	1

Question HS/MS Z.12.

Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.13

How do most kids at your school who use prescription drugs without a doctor's order (to get "high" or "stoned") usually get it? (Mark All That Apply.)

	Grade				
	7th %	9th %	11th %	NT %	Total %
At school	0	23	19	15	21
At parties or events outside school	0	25	27	23	26
At their own home	0	15	15	17	15
From adults at friends' homes	0	9	9	15	9
From friends or another teenager	0	28	29	27	28
Get adults to buy it for them	0	9	9	14	9
Buy it themselves from the internet	0	7	6	8	7
Buy it themselves from Mexico	0	4	3	5	4
Mexico	0	4	3	6	4
Home delivery	0	5	4	9	4
Other	0	9	7	8	8
Don't know	100	68	67	68	68

Question HS/MS Z.13.

Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table AZ.2.14

How do most kids at your school who drink alcohol usually get it? (Mark All That Apply.)

	Grade				
	7th %	9th %	11th %	NT %	Total %
At school	0	11	9	10	10
At parties or events outside school	6	29	36	25	32
At their own home	6	24	28	20	26
From adults at friends' homes	6	14	18	20	16
From friends or another teenager	6	26	33	24	29
Get adults to buy it for them	6	13	21	24	17
Buy it themselves from a store	6	14	21	19	17
Internet	0	3	3	5	3
Mexico	0	3	4	7	4
Home delivery	0	3	3	6	3
At bars, clubs, or gambling casinos	0	4	4	8	4
Other	0	8	6	7	7
Don't know	88	65	56	64	61

Question HS/MS Z.14.

Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table AZ.2.15

Prescription pain killers (VicodinTM, OxyContinTM, PercodanTM, LortabTM) - How much do people risk harming themselves physically and in other ways when they use any of the following substances?

	Grade				
	7th %	9th %	11th %	NT %	Total %
Great	33	41	51	43	45
Moderate	33	22	21	20	21
Slight	13	11	9	10	10
None	20	27	18	26	23

Question HS/MS Z.15.

Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.16

Barbiturates (SeconolTM, NembutolTM, AmitalTM, reds, yellow jackets) - How much do people risk harming themselves physically and in other ways when they use any of the following substances?

	Grade				
	7th %	9th %	11th %	NT %	Total %
Great	40	42	54	44	48
Moderate	27	23	21	20	22
Slight	13	8	7	8	8
None	20	26	18	28	23

Question HS/MS Z.16.

Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.17

Tranquilizers, or sedatives, (tranks, libs, XanaxTM, ValiumTM, AtivanTM, LibriumTM, KlonipinTM, benzodiazepine (benzos)) - How much do people risk harming themselves physically and in other ways when they use any of the following substances?

	Grade				
	7th %	9th %	11th %	NT %	Total %
Great	40	45	55	43	49
Moderate	33	21	21	23	21
Slight	7	8	7	8	8
None	20	26	18	25	22

Question HS/MS Z.17.

Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.18

RitalinTM or AdderallTM (JIF, Rball, Skippy, the smart drug) - How much do people risk harming themselves physically and in other ways when they use any of the following substances?

	Grade				
	7th %	9th %	11th %	NT %	Total %
Great	60	42	51	43	46
Moderate	13	22	21	23	22
Slight	7	8	9	9	9
None	20	27	18	26	23

Question HS/MS Z.18.

Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.19

Synthetic Cannabinoids (Spice, K-2) - How much do people risk harming themselves physically and in other ways when they use any of the following substances?

	Grade				
	7th %	9th %	11th %	NT %	Total %
Great	50	45	57	49	51
Moderate	25	21	18	16	20
Slight	6	7	7	9	7
None	19	26	18	26	23

Question HS/MS Z.19.

Note: Columns are not displayed if there are less than 10 respondents.

Table AZ.2.20

Synthetic Stimulants (Bath Salts) - How much do people risk harming themselves physically and in other ways when they use any of the following substances?

	Grade				
	7th %	9th %	11th %	NT %	Total %
Great	47	46	59	50	52
Moderate	20	20	17	15	18
Slight	7	8	6	8	7
None	27	26	18	27	23

Question HS/MS Z.20.

Note: Columns are not displayed if there are less than 10 respondents.

Appendix

2016-17 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
ALBA				29
Audubon K-8	100			
Bell Middle	91			
Bethune K-8	84			
Challenger Middle	80			
Clairemont High		55	71	
Clark Middle	85			
Correia Middle	84			
Crawford High		19	44	
Creative, Performing, and Media Arts	71			
De Portola Middle	87			
East Village High		83	65	
Farb Middle	84			
Fulton K-8	95			
Garfield High				69
Golden Hill K-8	100			
Grant K-8	100			
Henry High		76	83	
Home & Hosp/Transition Support				
Hoover High		41	51	
Innovation Middle	88			
John Muir	77	72	78	
Kearny College Connections		73	42	
Kearny Digital Media & Design		44	77	
Kearny Eng, Innov & Design		66	51	
Kearny SCT		73	65	
Knox Middle	77			
La Jolla High		72	74	

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2016-17 public school and enrollment data files. Directly funded charter schools have been excluded from the list.

2016-17 CHKS Secondary Survey Response Rates - Continued

Eligible Schools	7th %	9th %	11th %	NT %
Language Academy	89			
Lewis Middle	89			
Lincoln High		27	1	
Logan K-8	66			
Longfellow K-8	87			
Madison High		85	71	
Mann Middle	85			
Marshall Middle	85			
Marston Middle	98			
Memorial Scholars & Athletes	69			
Millennial Tech Middle	65			
Mira Mesa High		59	50	
Mission Bay High		68	82	
Montgomery Middle	86			
Morse High				
Mt. Everest Academy	100			
Muirlands Middle	86			
Pacific Beach Middle	100			
Perkins K-8	83			
Pershing Middle	86			
Point Loma High		67	69	
Riley/New Dawn				100
Roosevelt International Middle	79			
San Diego Business/Leadership		25	34	
San Diego International Studies		77	68	
San Diego Metro Career and Tech		92	86	
San Diego SCPA	91	71	89	
San Diego Science and Technology		45	54	

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2016-17 public school and enrollment data files. Directly funded charter schools have been excluded from the list.

2016-17 CHKS Secondary Survey Response Rates - Continued

Eligible Schools	7th %	9th %	11th %	NT %
Scripps Ranch High		76	71	
Serra High		70	96	
Standley Middle		92		
TRACE				
Taft Middle		86		
Twain High				55
University City High		78	74	
Wangenheim Middle		71		
Whittier K-12				
Wilson Middle		92		
iHigh Virtual Academy			100	

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2016-17 public school and enrollment data files. Directly funded charter schools have been excluded from the list.